

Technical Report 1351

Enhancing the Predictive Potential of Personality: Isolating Multiple Components of Trait Expression via a Single Administration Design

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**United States Army Research Institute
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14. ABSTRACT (Maximum 200 words): Decades of research support that people behave differently in different situations. The focus of this research was on advancing the measurement of personality by more careful consideration of situations. Specifically, this research proposed and evaluated a methodology for assessing multiple components of individuals' expression of their personality traits. These components include elements of personality that are stable across situations and those that vary depending on the particular situation that a person confronts. Historically, most of what the field of psychology knows about links between personality and valued outcomes such as job performance and employee turnover, are based on measures of personality that focus solely on the stable part of trait expression. As such, this research offers the potential to inform the development of personality measures that offer increased potential for predicting outcomes of interest to the Army and other organizations.					
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ENHANCING THE PREDICTIVE POTENTIAL OF PERSONALITY: ISOLATING MULTIPLE COMPONENTS OF TRAIT EXPRESSION VIA A SINGLE ADMINISTRATION DESIGN

EXECUTIVE SUMMARY

Procedure:

A prototype measure was developed that evaluates two personality constructs that have received much attention in past research that has examined variability in trait expression – namely Extraversion and Conscientiousness. To evaluate the functioning of the new prototype measure, the prototype was administered to over 2,000 individuals recruited via Amazon’s Mechanical Turk (MTurk) web service (www.mturk.com). Mechanical Turk is a web service that allows researchers to conduct experiments online, and gather data from large diverse samples of respondents very quickly and cost effectively. The prototype and several other established psychological measures were administered to evaluate the functioning of the prototype and the quality of information it provided regarding various components of study participants’ personality.

Findings:

Analyses of data from the prototype measure revealed several key findings. First, the majority of differences in trait expression between respondents (i.e., trait-related behavior) were attributable to interactions between the respondent and types of situations asked about in the prototype. This finding is significant, because most traditional measures of personality don’t allow researchers to “see” such differences – they only capture that part of a person’s trait-related behavior that is situationally stable, and as such, fail to capture many ways people differ in their trait-related behavior.

A second critical finding is that the four components of trait expression isolated by the prototype measure can be reliably measured. This means that, with relatively few questions about a persons’ trait expression, we can get a consistent picture of how people’s trait behavior changes as a function of the type of situation in which it is enacted.

A last critical finding of the current study regarded relationships between respondents’ scores on the prototype measure and established psychological measures. Based on past research, 18 hypotheses were developed regarding how scores on the prototype would relate to scores on other psychological measures. Overall, 12 of these 18 hypotheses were supported.

Utilization and Dissemination of Findings:

Over the past several decades, the U.S. Army has invested resources into developing methods for assessing personality traits. This emphasis has arisen in part from the need to identify psychological measures that can help improve the Army’s ability to identify enlisted Soldier and officer candidates who are not only likely to perform well on the job, but also complete their active duty service obligation and reenlist. Though much useful research has been conducted –

and indeed has resulted in the operational implementation of measures for enlisted and ROTC screening and selection— all of these measures have assessed only one of the components of trait expression examined in this study. What has yet to be investigated is the potential for the other three components of trait expression to enhance the prediction of valued Soldier outcomes.

This study demonstrated that it is possible to design a measure that can isolate different components of trait expression that have largely been masked by traditional personality measures – and this can be done with a single test administration. These findings have the potential to help the Army improve its substantial work in the area of non-cognitive assessment (e.g., AIM, TAPAS, CBEF) by offering an approach to more richly and thoroughly measure between-person differences in the traits assessed by the Army in the past. Our recommendation is that the Army begin revisiting some of the non-cognitive constructs it has found to be of potential value in the past, and evaluate whether using measures of such constructs that provide richer information regarding the contingency of their expression on situational features (e.g., akin to the prototype examined here) can improve prediction of valued enlisted and officer outcomes – such as performance, attrition, and retention.

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ENHANCING THE PREDICTIVE POTENTIAL OF PERSONALITY: ISOLATING MULTIPLE COMPONENTS OF TRAIT EXPRESSION VIA A SINGLE ADMINISTRATION DESIGN

People behave differently in different situations. This is supported by common sense and decades of empirical research (Allport, 1937; Brown & Moskowitz, 1998; Cantor, 1990; Diener, Larsen, & Emmons, 1984; Fleeson, 2001; Funder, 2006, 2009; Mischel, 1968, 2009; Moskowitz, 1982; Nesselroade, 1988, 1991; Revelle, 1995; Richard, Bond, & Stokes-Zoota, 2003). For example, some situations inhibit the expression of extraversion (e.g., attending a lecture) whereas other situations may call for it (e.g., a group decision-making task). Observing someone behave inconsistently across situations could be interpreted as situational specificity of behavior, or a situation main effect. Arguments over the main effects of situations versus persons defined the person–situation debate of the 1970s and 1980s. Research and theory since then have largely reconciled this debate and now it is widely recognized that behavior, to include trait-expressive behavior, is best explained by persons, situations, and their interactions (Funder, 2006; Mischel & Shoda, 1995; Tett & Burnett, 2003).

Despite the observations above, most applied research and practice involving measures of personality continue to use generalized, context-free assessments of trait expression (e.g., Cattell, Eber & Tatsuoka, 1970; Costa & McCrae, 1992; Goldberg, 1992, 1999; Hough & Schneider, 1996; Jackson, 1967; Tupes & Christal, 1961). Such measures provide an assessment of cross-situationally stable individual differences in trait expression. However, they fail to capture situationally variable individual differences in trait expression (e.g., stable intraindividual differences in behavior *across situations* that differentiate between individuals; Shoda, Mischel, & Wright, 1994), as well as temporally variable individual differences in trait expression (e.g., stable intraindividual differences in behavior *across time* that differentiate between individuals; Biesanz, West, & Graziano, 1998). Despite this deficiency, the predictive value of personality for research and practice, has been, and continues to be, evaluated and judged on the basis of generalized, context-free assessments of trait expression (e.g., Barrick & Mount, 1991; Morgeson, et al., 2007; Tett, Jackson, & Rothstein, 1991).

The Current Study

We argue that judgments regarding the value of personality for prediction have been premature, in that they have been based on deficient personality assessments that do not consider multiple components of between-person differences in trait expression. By isolating and taking into account these multiple components, one not only has additional trait-relevant information to use for prediction, but also information that is more adequately reflective of emerging theories of personality (Mischel & Shoda, 1995; Tett & Burnett, 2003).

Though previous research has demonstrated the existence of multiple components of trait expression, a critical limitation of this past work is that it has been based on measurement designs that are not practical to implement in many cases where personality is used for applied decision making and prediction (e.g., recruitment, personnel selection). Namely, the bulk of

evidence to date has been based on studies that have gathered information on individuals' trait expression on multiple testing occasions (Biesanz et al., 1998; Cote, Moskowitz, & Zuroff, 2012; Fleeson, 2001; Fleeson & Gallagher, 2009; Huang & Ryan 2011; Minbashian, Wood, & Beckmann, 2010; Peterson, Luthans, Avolio, Walumbwa, & Zhang, 2011). In contrast, in applied research and practice, it is often necessary to use a single test administration to gather personality data. Thus, what has been lacking is a measure of personality that can isolate the components of trait expression via a single test administration. Having such a measure would allow researchers and organizations to take advantage of multiple components of trait expression when attempting to use personality measures to predict valued outcomes.

The current study aims to take a critical step towards reconciling the disconnect above by developing and evaluating a prototype measure of trait expression that isolates not only (a) situationally and temporally stable individual differences in trait expression (i.e., the typical focus), but also (b) situationally and temporally variable individual differences in trait expression *via a single test administration*. As we note below, the prototype measure is grounded in tenants of the cognitive-affective personality system (CAPS) model and trait activation theory (TAT), as well as empirical findings that have followed from the introduction of those theoretical frameworks (Colbert & Witt, 2009; Kacmar, Collins, Harris, & Judge, 2009; Kamrath, Mendoza-Denton, & Mischel, 2005; Kell, Rittmayer, Crook, & Motowidlo, 2010; Mendoza-Denton, Ayduk, Mischel, Shoda, & Testa, 2001; Mischel, 2009; Mischel & Shoda, 1995; Ng, Ang, & Chan, 2008; Tett & Burnett, 2003). Our evaluation focuses on replicating existing findings regarding the functioning of components of trait expression that have been achieved with multiple occasion designs, using the prototype measure administered on a single occasion. Reproducing findings from such past work would provide evidence that the prototype is successfully isolating the components of trait expression, and is functioning as intended.

Beyond Situationally Stable Individual Differences in Trait Expression

The basis of development for our prototype measure is Mischel and Shoda's cognitive-affective system theory of personality (Mendoza-Denton et al., 2001; Kamrath et al., 2005; Mendoza-Denton et al., 2001; Minbashian et al., 2010; Mischel, 2009; Mischel & Shoda, 1995, 1998; Vansteelandt & Van Mechelen, 2006). The cognitive-affective personality system, or CAPS, puts forth *personality coherence* as a central tenant behind the behavior of individuals. Personality coherence is reflected in stable intraindividual patterns of behavior variation across situations that distinguish the individual from others and that form a part of the person's characteristic behavioral profile, or signature (Shoda et al., 1994). Coherence can be thought of in terms of if-then statements (Mischel & Shoda, 1995). That is, if a situation is perceived as having a certain set of characteristics then the person in that situation will likely act in a predictable way (a conditional probability). This individual may share this if-then pattern with other persons, but these same individuals may differ in other if-then patterns across situations. At the core of the theory is within-person profile stability. Thus, if we can determine the unique if-then patterns of different individuals then we should be able to much more accurately predict the behavior of those individuals over time and across situations. In the sections below, we discuss the basis for the personality traits and situations that underlie the prototype measure developed for, and evaluated in the current study.

Personality Traits

Most research examining personality variability has focused on the Big Five personality constructs – Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Emotional Stability (John, 1990). For example, Fleeson (2007a) investigated associations between situations and behaviors relevant to four of the Big Five. Results revealed that: (a) increases in extraversion and agreeableness corresponded to the friendliness of interaction partners; (b) task characteristics such as obligation, imposition, and deadline nearness were related to decreased agreeableness and extraversion, increased neuroticism, and strong increases in conscientiousness; (c) anonymity was associated with decreased extraversion and increased conscientiousness; and (d) others' status was positively related to extraversion. Minbashian et al., (2010) examined "task-contingent conscientiousness" among managers. Situational characteristics included task difficulty and urgency. They found that momentary conscientiousness was contingent upon the difficulty and urgency of work tasks, need for cognition (NFC) was an antecedent of task-contingent conscientiousness, and adaptive performance was an outcome of it.

For purposes of the current study, we decided to focus on developing a prototype to measure components of conscientiousness and extraversion trait expression. We focused on these constructs because more empirical research on variation in trait expression has examined these two traits than others, thus offering a more established body of evidence against which to evaluate the prototype measure. In addition, conscientiousness and extraversion have been found to be more variable across situations and over time than other Big Five traits (Fleeson & Gallagher, 2009; Lievens, De Corte, & Schollaert, 2008). These traits were also chosen because they demonstrated relevance to applied research and practice. Namely, conscientiousness has demonstrated higher validity for predicting job performance across a variety of jobs than other personality traits (Hurtz & Donovan, 2000), and extraversion tends to be the strongest and most consistent correlate of leadership from among the Big Five (Judge, Bono, Ilies, & Gerhardt, 2002).

In addition to developing measures for conscientiousness and extraversion, we decided to develop prototype measures of two facets of conscientiousness, namely, achievement-striving and dutifulness. This was based on findings from past research on trait expression (e.g., Bing, Whanger, Davison, and VanHook, 2004; Lievens et al., 2008), and the potential for differential functioning of these facets in terms of components of trait expression. We chose to examine achievement-striving because we expect this facet to be more variable across contexts than other facets because of its link to motivation (Perry, Hunter, Witt, & Harris, 2010). For example, since motivation is partly a function of interests, situations that are more in line with someone's interests should activate achievement-striving more so than situations that are not. In contrast, a facet such as dutifulness is likely more consistent across contexts. To illustrate, items assessing this facet include, "Try to follow the rules" and "Keep my promises." It is unlikely that these behaviors would vary greatly from one situation to the next. For this reason, we selected dutifulness as a contrast to achievement-striving, and propose that individuals will be more consistent across situations for the former than the latter.

Situation Types

To help identify situation types for use in the prototype measure, we reviewed existing taxonomic structures of situations and studies that have examined situational moderators of variability in trait expression to identify points of commonality. Several such points were evident that could be differentiated along two dimensions. One dimension reflected the general type of *activity* the situation involved and the other reflected *valence* of the situations (i.e., whether it tended to evoke positive, negative, or neutral conditions for behavior).

Three types of activities tended to differentiate situations: social activities (e.g., Fournier, Moskowitz, & Zuroff, 2008; Magnusson, 1981; Peters, O'Connor, Eulberg, & Watson, 1988), task- or work-related activities (e.g., Dierdorff, Rubin, & Morgeson, 2009; Frederiksen, 1972; Holland, 1985, 1997; Johns, 2006; Peterson, Mumford, Borman, Jeanneret, & Fleishman, 1999; Prediger, 1976; Tett & Burnett, 2003), and physical activities (e.g., Kahneman, Krueger, Schkade, Schwarz, & Stone, 2004; Waters, Russell, Shaw, Allen, Sellman, & Geimer, 2009).

In addition to differentiating situations in terms of *activity*, situations also tended to be differentiated in terms of valence, with the most common distinctions being: (a) pleasant vs. unpleasant situations, (B) easy vs. difficult situations, and (c) urgent vs. neutral situations. For example, several taxonomies included conflict, negative, or unpleasant situations (e.g., Fournier et al., 2008; Magnusson, 1981; Sherman, Nave, & Funder, 2010). Also, recent research has found that tasks differing in difficulty and urgency moderate the expression of conscientiousness (Fleeson, 2007a; Minbashian et al., 2010).

Though this review provided a useful starting point, we were concerned that the *activity* type “task or work-related activities” noted above would be too broad, and mask meaningful differences in trait expression across different types of tasks. For example, past theory and research suggests it is possible to differentiate between work tasks or work environments in terms of the types of interests they tend to reinforce (Holland, 1985, 1997). As noted earlier, personality has been heavily studied in the context of work and our intent was to develop a prototype that could have value in work settings. Thus, we decided to frame the *activity type* dimension described above from the perspective of Holland’s RIASEC model of vocational interests and work environments (Holland, 1985, 1997). Namely, we expanded the activity type distinction described above from three categories to five categories to include: situations involving physical activities (R – realistic), situations involving investigative or learning tasks (I – investigative), situations involving social interactions (S – social), situations involving interpersonal influence (E – enterprising), and situations involving conventional or clerical tasks (C – conventional).¹

For purposes of developing the prototype measure, we identified 34 situation types that reflected a cross-classification of the *activity* and *valence* dimensions described above (see Table 1). Additionally, given that past research has also studied differences in trait expression as a function of being with others and being alone (e.g., Fleeson, 2007a; Sherman et al., 2010), we also examined four additional situation types that involved investigative and realistic activities

¹ We decided not to focus on situations involving artistic tasks (A) because they are reflected in U.S. jobs to a lesser extent than the other five dimensions according to the O*NET 17.0 database (O*NET Resource Center, 2012a).

being performed with others, versus being performed alone. Note that since social and enterprising activity often involve interacting with others, and conventional activities are often undertaken alone – the group vs. alone distinction noted in Table 1 was not explicitly examined for situation types involving these activities. Appendix A (MTurk Prototype Survey Content) provides detailed definitions of each situation type. We further discuss the role of the situation types identified in Table 1 when we describe the prototype measure and hypotheses regarding its functioning in later sections.

Table 1.

Matrix of Situation Types by Situation Activity and Situation Valence

		Situation Activity				
		Social	Enterprising	Conventional	Investigative	Realistic
Situation Valence	Pleasant	Pleasant	Pleasant	Pleasant	Pleasant	Pleasant
	Unpleasant	Unpleasant	Unpleasant	Unpleasant	Unpleasant	Unpleasant
	Easy	Easy	Easy	Easy	Easy	Easy
	Difficult	Difficult	Difficult	Difficult	Difficult	Difficult
	Neutral	Neutral	Neutral	Neutral	Neutral	Neutral
	Urgent	Urgent	Urgent	Urgent	Urgent	Urgent
	N/A ¹	N/A ¹	N/A ³	Alone	Alone	
	N/A ²	N/A ²	N/A ³	Group	Group	

Note. Each cell in the top half of the matrix represents a unique situation type, specifically, a unique activity × valence combination. ¹ “Alone” is not pertinent to social and enterprising activities (defined in our study by interpersonal influence) as they typically involve interactions with others. ² Because social and enterprising activities involve interactions with others, the “group” contextual feature would be redundant. ³ Conventional activities as we operationalize them will nearly always be performed alone.

Temporally Variable Individual Differences in Trait Expression

Though the CAPS framework, traits, and situation types described above provide a basis for one aspect of our prototype measure, they do not provide a model for isolating potential individual differences in the stability of trait expression across occasions within a given situation type. Such variation might partially reflect transient error variance (McCrae, Kurtz, Yamagata, & Terracciano, 2011; Schmidt, Le, & Ilies, 2003). However, past research suggests that some of that variability might actually reflect systematic differences in the stability of trait expression that has conceptually meaningful relations with other individual-level variables, and thus, may represent a distinct component of trait expression (e.g., Sherman et al., 2010). For example, Sherman and colleagues examined associations between situational similarity, personality, and behavioral consistency. They found that situational similarity strongly predicted behavioral consistency, but did not fully account for the variability in behavioral consistency. When situational similarity was statistically controlled, more consistent persons tended to be emotionally stable, dependable, and conservative. This finding provides initial support for systematic behavioral variability even controlling for situational influences. In other words, some individuals may be more consistent or variable over time independent from situational cues, and such variation may not simply reflect idiosyncratic transient error variance. In light of these

findings, we aimed to develop a prototype that would allow us to isolate and assess temporally variable individual differences in trait expression.

Conceptualizing and Measuring the Components of Trait Expression

In light of the CAPS framework and literature reviewed above, we aimed to develop a prototype that could differentiate among four distinct components of individual differences in trait expression (see Figure 1). The first, and most commonly examined, is the cross-situational component. From the perspective of describing a person's trait expression score profile for a given personality construct, this component can be thought of as *elevation*, or their mean standing across situations and occasions (Cronbach & Gleser, 1953). The second and third components of trait expression, which are implied by CAPS, reflect situationally variable components. One simply reflects the amount of variation in a person's trait expression across situations (B in Figure 1). From the perspective of describing a person's trait expression score profile for a given personality construct, this component is akin to the standard deviation or *scatter* of trait expression across situations (i.e., between-situation scatter). The other situationally variable component reflects the *pattern* or *shape* of a person's profile of trait expression of a given personality construct across situations (C in Figure 1). In essence, this reflects a given person's profile of trait expression elevation scores – where there is a separate score for each situation type. Lastly, the final component of trait expression reflects a temporally variable component that indexes how variable a person's trait expression on a given construct is across time *controlling for variation due to situation type* (D in Figure 1). This last component is akin to the standard deviation or *scatter* of trait expression across time holding situation type constant (i.e., within-situation scatter).

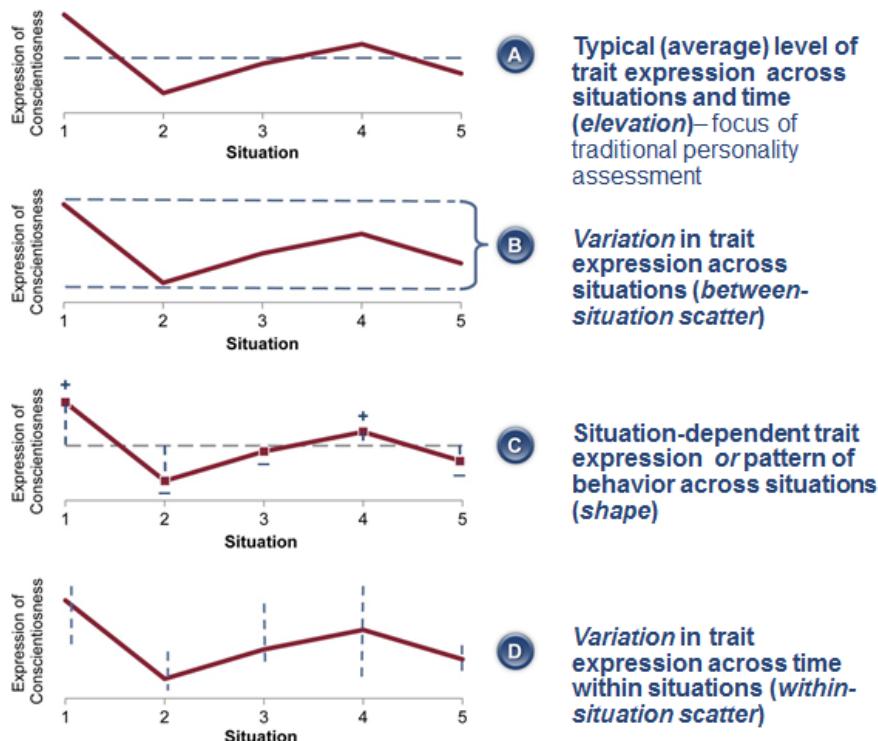


Figure 1. Graphical Depiction of Four Components of Trait Expression

As alluded to above, there are many ways trait expression has been measured, but as we reveal more directly below, none of them allow for the isolation of all four components of trait expression described above via a single test administration. Nonetheless, in the section below we briefly review different types of trait expression measures and highlight the components they do and do not measure. This review provides an important context for subsequent discussion of the measurement strategy underlying our prototype measure. Table 2 provides a summary of these approaches.

Table 2.

Components of Trait Expression Isolated or Confounded by Measurement Types

Measurement Type	Single Administration	Component of Trait Expression			Shape
		Elevation	Between-situation scatter	Within-situation scatter	
Generalized, context-free	Yes	Yes	No	No	No
Item response variability	Yes	Yes	Confounded		No
Self-reported consistency	Yes	No	Confounded		No
Experience sampling	No	Yes	Yes ¹	Yes ¹	Yes ¹
Contextualized	Yes	Yes	Yes ²	No	Yes ²
Frequency	Yes	Yes	Confounded		No
Contextualized frequency	Yes	Yes	Yes	Yes	Yes

Note. ¹ As noted later in the text, though experience sampling methods can provide measures of between- and within-situation components, as well as shape; the situations underlying each respondents' measure are not controlled by the researcher, which results in a lack of standardized assessment of these components across respondents.² Between-situation scatter and shape can be derived from contextualized measures only when multiple contexts are examined (e.g., work, school, home). Nevertheless, as noted later in the text, use of generalized contexts (e.g., work) rather than more specific situation types limits the utility of between-situation scatter and shape components of trait expression.

Generalized, Context-Free Personality Measures

Generalized, context-free personality measures typically ask participants to indicate how strongly they agree or disagree with descriptors of themselves in general, how accurately such statements describe them (i.e., Likert-type measurement), or in the case of forced choice measures, which statement in a set is most and/or least like them (e.g., NEO-PI-R, Costa & McCrae, 1992; BFI, John, Donahue, Kentle, 1991; 16PF, Conn & Rieke, 1994; CPI, Gough, 1996; HPI, Hogan & Hogan, 1995; TAPAS-95s, Stark, Chernyshenko, & Drasgow, 2010; HEXACO-PI-R, Ashton & Lee, 2009; International Personality Item Pool, 2012). These statements are often free of context (e.g., “Tell the truth”), but may include some context (e.g., “Talk to a lot of different people *at parties*” [emphasis added]). Such measures dominate personality research and applied practice. They assess an individual’s personality in general, or

on average, but only measure one component of trait expression, namely the cross-situationally stable elevation component. Although indices of scatter can be derived from these measures (as described next), these indices suffer from psychometric problems.

Item Response Variability Approaches

Item response variability approaches examine response inconsistency across generalized, context-free Likert-type personality questionnaire items (e.g., Baumeister & Tice, 1988; Bem & Allen, 1974; Britt, 1993; Cucina & Vasilopoulos, 2005; Reddock, Biderman, & Nguyen, 2011). These approaches involve producing an index of how internally consistent an individual is in his/her item responses (i.e., these measures are all derived from an individual's standard deviation across items measuring the same construct). A benefit of these methods is that all trait data can be collected in a single test administration, and they can offer a measure of the elevation component of trait expression, and consistency in trait expression. However, these measures define consistency in very rudimentary terms, in that the items across which consistency is assessed may or may not differ in terms of their situational features (i.e., the items do not systematically vary situation types) and variance observed in a person's response across items is confounded with item-specific factor error and random response error (Schmidt et al., 2003). Given the lack of systematicity in specification of situations for each item, these measures also prevent one from formulating a meaningful measure of the shape of individuals' trait expression scores across situations.

Self-Reported Personality Consistency Measures

Self-reported personality consistency measures ask participants directly how consistent they are over time or across situations (e.g., "My behavior is unpredictable", "I am not very consistent"; e.g., Amelang & Borkenau, 1986; Bem & Allen, 1974). Although these measures allow all trait data to be collected in a single test administration, they have demonstrated low test-retest reliability and validity (Amelang & Borkenau, 1986; Cucina & Vasilopoulos, 2005). Likewise, they do not allow for distinction among between- and within-situation scatter components of trait expression, nor an assessment of the shape of trait expression scores across situations.

Experience Sampling-Based Personality Measures

Experience sampling methods (ESM) typically require participants to report their behavior several times per day over a specified time period (e.g., 1 to 2 weeks; Beal & Weiss 2003; Fleeson, 2007b). These reports consist of very short questionnaires, often completed on a personal digital assistant (PDA). Personality "states", as they are called, are typically assessed with brief, adjective-based Big Five scales (e.g., 3-4 items per trait from Saucier's (1994) "mini-markers"). However, participants describe their behavior during a brief period (e.g., "During the last half hour, how hardworking have you been?") instead of describing themselves in general (Fleeson & Gallagher, 2009).

Though these methods enable estimation of elevation, the assessments they provide of between-situation scatter, within-situation scatter, and shape are somewhat limited. One issue is that the assessments of scatter and shape they provide are contingent on the situations any given

individual experiences over the course of the study, rather than being pre-specified by the researcher and built into the measure. Although ESM methods allow researchers to assess “natural” levels of variation in trait expression, doing so results in loss of experimental control for the researcher, and in turn results in a set of situations that are not necessarily the same, and as such not readily comparable across study participants. Thus assessments of scatter and shape are not standardized across participants. This is critical because standardization is a hallmark of psychological testing. A second, more practical drawback is that they require intensive longitudinal measurement, therefore limiting their utility for making employment decisions, where typically only a single testing occasion is available.

Contextualized Personality Measures

Contextualized personality measures embed a situational context within items. For example, “at work,” “at school,” “at home,” or “with friends” is placed at the beginning or end of each item stem. Likert-type items have been contextualized with favorable results in a number of studies (e.g., Bing et al., 2004; Hunthausen, Truxillo, Bauer, & Hammer, 2003; Lievens et al., 2008; Minbashian et al., 2010; Mischel, 2009; Schmit, Ryan, Stierwalt, & Powell, 1995; Smith, Hanges, & Dickson, 2001). These measures offer the advantage of allowing all trait data to be collected in a single test administration. Nevertheless, variability across situations can only be assessed if more than one context is included, which is not always the case with these measures. For example, some research using such measures has tended to focus on the merits of clarifying the context for items (e.g., “at work”) for application in a target context (e.g., employment testing) versus use of a generalized context-free personality measure (e.g., Hunthausen et al., 2003). In other words, between-situation scatter and shape can be derived from contextualized measures only when multiple different contexts are responded to by the same participant.

Though the majority of studies conducted with such measures have used multiple situational contexts, it is not typical for such studies to examine more than three contexts, and as such, the contexts examined have been much broader than the situation types identified earlier based on our review of the literature (e.g., with parents, with friends, with work colleagues; Robinson, 2009). The broad nature of the contexts typically used in these measures limits their ability to provide scatter and shape information regarding trait expression. For example, if the measure of trait expression is to be used in workplace applications (e.g., employment testing), then the assessment of between-situation variation and shape provided by these measures becomes extremely limited. Including only one broad “at work” context masks a substantial amount of variability in trait expression that may exist across situations encountered in the workplace (e.g., Table 1).

Frequency-Based Personality Measures

Frequency-based personality measures (FBPM) ask respondents to report three frequencies for each trait-based item rather than a number on a Likert-type scale (e.g., see Figure 2; Edwards & Woehr, 2007; Fleisher, Edwards, Woehr, & Cullen, 2011). These frequencies can be used to calculate both elevation and variability in trait expression at the item-level, which can then be aggregated to scale-level indices for each personality trait. FBPM therefore provides information on trait-relevant behavioral variability in a single administration. However, FBPM confounds

cross-situation and within-situation variability in trait expression, and does not allow an assessment of the shape component of trait expression. Although the variability indices obtained for traits assessed using FBPM correlate positively and significantly with other indices of cross-situational variability (Fleisher, Woehr, Edwards, & Cullen, 2010), a large proportion of this variance is not shared, potentially because FBPM variability indices are composed of indefinite quantities of within- and between-situation variability.

Example item: "I am exacting in my work". Of all the opportunities you've had to display this behavior in the past 6 months, think of how frequently this statement was descriptive of your actual behavior at each of the three levels. If you feel that "I am exacting in my work" was <i>very descriptive</i> of your behavior 50% of the time, <i>somewhat descriptive</i> of your behavior 35% of the time, and <i>not at all descriptive</i> of your behavior 15% of the time, then your response would look like:	% not at all descriptive	% somewhat descriptive	% very descriptive
I am exacting in my work.	15	35	50

Figure 2. Example Item for Frequency-Based Response Format

A New Approach: Contextualized Frequency-Based Personality Measurement

In light of the limitations of the measurement approaches described above for isolating the four components of trait expression, we are basing our prototype on a method we will refer to as contextualized frequency-based personality measurement. In essence, our method embeds the FBPM scaling approach within multiple situational frames-of-reference, and allows for the isolation of all four components of trait expression described above. Our approach involves asking participants to recall the frequency with which they performed certain behaviors in specific types of situations over the past six months. This window of time has been successfully used in previous research examining non-contextualized FBPM (Edwards & Woehr, 2007; Fleisher et al., 2011, 2010). In addition to allowing for the isolation of all four components of trait expression, contextualized FBPM may facilitate the cognitive task of recalling behavior by coupling it with situational cues.

To illustrate this concept, consider the following statement: "Think of all instances over the past six months where you enjoyed learning something new." The situation type described in this statement represents a pleasant investigative task (see Table 1). The participant is then asked to recall the percentage of time that a behavior indicative of a target construct, such as, "worked hard" (an indicator of achievement-striving), described them in this situation by reporting three percentages summing to 100: (a) % not descriptive of me, (b) % somewhat descriptive of me, and (c) % very descriptive of me. If the participant did not experience the situation they would select N/A. If, for example, the participant answered 100% very descriptive of me then this would indicate high achievement-striving in pleasant-investigative situations and low within-situation variability in achievement-striving. If the participant answered 50% not descriptive of me, 40% somewhat descriptive of me, and 10% very descriptive of me then this would indicate low achievement-striving in pleasant-investigative situations and high within-situation variability. By asking for percentages of achievement-striving behavior in other situations (e.g., percentages for time an individual "worked hard" in pleasant social, enterprising, conventional,

and realistic situations) we can also obtain information on overall elevation in achievement-striving (across situations), between-situation variability in achievement-striving, and shape or pattern of achievement-striving as a function of situation type.

The instructions for the prototype measure developed for this study (by panel) is presented in Appendix B (recall, that a full copy of all measures administered for all 10 panels is included in Appendix A: MTurk Prototype Survey Content). A striking difference between our prototype measure and other measures is that there are many more situations (i.e., 34 different situations defined by activity \times valence combinations) than items (i.e., 16 – four per target construct).² This approach is inverted from other frame-of-reference studies (e.g., Heller, Ferris, Brown, & Watson, 2009; Lievens et al., 2008; Robinson, 2009) in which many personality items were assessed across a few broad contexts (e.g., home, work, school). Note also that the measure of each trait is based on only four behavioral indicators (items). We chose not to include more items because several studies have found support for the reliability and validity of shortened measures of the Big Five (Donnellan, Oswald, Baird, & Lucas, 2006; Rammstedt & John, 2007; Thalmayer, Saucier, & Eigenhuis, 2011) and because more items would increase the burden on test takers because each item is evaluated for multiple situations. Lastly, as we describe in the Methods section, each participant in the current study did not respond to items for every situation noted in Table 1, but instead a subset of eight to ten situations, selected to test specific hypotheses designed to evaluate the functioning of different aspects of the prototype measure.

In sum, for each construct assessed, the prototype measure described above will produce four individual-level scores corresponding to the four components of trait expression: overall trait elevation, between-situation scatter, within-situation scatter, and shape (or situation-specific elevation). Overall trait elevation can be estimated as the mean level of trait expression across all items (behaviors) related to a specific trait or facet (e.g., achievement-striving) across all situations assessed. Between-situation scatter can be calculated as the average of standard deviation across situations for each item measuring the same trait or facet. Within-situation scatter can be calculated by first computing average of standard deviation across the three frequencies provided for each item within a specific situation, and then averaging the resulting average deviations across situations. Finally, indicators of shape (essentially, situation-specific trait elevation scores) can be calculated as the mean level of trait expression across all items (behaviors) related to a specific trait or facet (e.g., achievement-striving) for each situation. As such, for each trait, an individual would have multiple shape scores – one for each situation they considered. The calculation of each type of trait expression score will be further described in the Methods section.

² Note that the design and evaluation of this measure was intended for proof of concept purposes for this study. For practical, applied applications we would not propose administering the entire prototype as it would be overly burdensome for respondents. Rather, we would recommend only administering selected elements of it (e.g., specific construct-situation type combinations) that are most meaningful given the goals of testing in one's local study or application (e.g., employment testing for a given job). We revisit and elaborate on this issue in the Discussion section.

Evaluating the Functioning of the Prototype Measure

As noted in the introduction, an aim of the current study is to provide an initial evaluation of the new approach we proposed above for isolating the four components of trait expression via a single test administration. To do this, we reviewed past research that has adopted other types of trait expression measures summarized in Table 2 to identify sets of findings that we could attempt to replicate in this study using the prototype measure. Based on this review, if the new measure is functioning as expected based on past research, we would expect support for the hypotheses presented below. These hypotheses are summarized in Table 3, and subsequently discussed by the component of trait expression they evaluate.

Evaluating the Functioning of Overall Trait Elevation Scores

Tests of hypotheses 1 through 3 concern the functioning of the prototype's overall trait elevation scores.

Hypotheses 1: Overall elevation scores for all four traits will exhibit evidence of convergent and discriminant validity with established generalized, context-free measures of extraversion, conscientiousness, achievement-striving, and dutifulness.

Hypothesis 1 simply focuses on basic construct validity evidence for the overall trait elevation scores provided by the prototype measure. As noted earlier, generalized, context-free personality measures such as the NEO-PI-R or IPIP (International Personality Item Pool) largely reflect the overall elevation component of trait expression, thus we expect high levels of convergence across different measures of the same trait (i.e., prototype overall trait elevation scores vs. generalized-context free trait scores), and similar patterns of correlations with other variables regardless of what measurement method is used (Campbell & Fiske, 1959).

Hypothesis 2: Overall extraversion elevation will correlate positively with (a) social interests and (b) enterprising interests.

Hypothesis 2 is based on two meta-analyses (Barrick, Mount, & Gupta, 2003; Larson, Rottinghaus, & Borgen, 2002) reporting that extraversion (using generalized, context-free measures) was related to social interests (mean observed $r = .25$ and $.31$) and enterprising interests (mean observed $r = .35$ and $.41$).

Hypothesis 3: Overall conscientiousness elevation will correlate positively with (a) conventional interests, (b) need for cognition (NFC), and (c) conservatism.

Hypothesis 3a is based on two meta-analyses (Barrick et al., 2003; Larson et al., 2002) reporting that conscientiousness (again, using generalized, context-free measures) was related to conventional interests (mean observed $r = .17$ and $.25$). Hypothesis 3b is based on research reporting significant, positive relationships between NFC and conscientiousness (e.g., Fleisher et al., 2011; Minbashian et al., 2010; Sadowski & Cogburn, 1997). Hypothesis 3c is based on research summarized by Ozer and Benet-Martínez (2006) linking conscientiousness to conservative political attitudes and values.

Table 3. *Hypotheses Regarding Components of Trait Expression*

Component	Trait/Facet	Hypothesis	References
Elevation	All four traits/facets	H1: Overall elevation scores for all four traits will exhibit evidence of convergent and discriminant validity with established generalized, context-free measures of extraversion, conscientiousness, achievement-striving and dutifulness.	Campbell & Fiske, 1959
	Extraversion	H2(a,b): Overall extraversion elevation will correlate positively with (a) social interests and (b) enterprising interests.	Barrick et al., 2003; Larson et al., 2002
	Conscientiousness	H3(a-c): Overall conscientiousness elevation will correlate positively with (a) conventional interests, (b) need for cognition (NFC), and (c) conservatism.	Barrick et al., 2003; Larson et al., 2002; Fleisher et al., 2011; Minbashian et al., 2010; Sadowski & Cogburn, 1997; Ozer & Benet-Martínez, 2006
Within-situation scatter	All four traits/facets	H4: Within-situation scatter will moderate relationships between overall trait elevation scores and external constructs. Specifically, high within-situation scatter will coincide with weaker relationships between overall trait elevation scores and external constructs.	Biesanz et al., 1998; Edwards & Woehr, 2007; Fleisher et al., 2011, 2008; Reddock et al., 2011; Schmidt et al., 2003
		H5(a,b): Within-situation scatter for any trait or facet will correlate negatively with (a) adjustment and (b) conservatism.	Erickson et al., 2009; Sherman et al., 2010
Between-situation scatter	All four traits/facets	H6: Between-situation scatter will moderate relationships between overall trait elevation scores and external constructs. Specifically, high between-situation scatter will coincide with weaker relationships between overall trait elevation scores and external constructs.	Edwards & Woehr, 2007; Fleisher et al., 2011, 2008; Reddock et al., 2011; Schmidt et al., 2003
		H7: Between-situation scatter for any trait or facet will correlate positively with self-monitoring (SM).	Day & Schleicher, 2006; Day et al., 2002; Lennox & Wolfe, 1984
Shape	Extraversion	H8: Participants' extraversion shape scores will be higher in social/enterprising situations than in non-social/enterprising situations.	Meyer et al. 2010; Mischel & Shoda, 1995; Tett & Burnett, 2003
		H9: Extraversion shape scores will correlate positively with social interests in social situations.	Holland, 1985, 1997
		H10: Extraversion shape scores will correlate positively with enterprising interests in enterprising situations.	Holland, 1985, 1997

Table 3. *Hypotheses Regarding Components of Trait Expression (continued)*

Component	Trait/Facet	Hypothesis	References
Shape	Extraversion	H11: Participants' extraversion shape scores will be higher in pleasant than in unpleasant situations.	Fleeson, 2007a
		H12: The difference between participants' extraversion shape scores in social/enterprising situations vs. Non-social/enterprising situations will correlate positively with their self-monitoring.	Day & Schleicher, 2006; Day et al., 2002; Lennox & Wolfe, 1984
		H13: The difference between participants' extraversion shape scores in social/enterprising situations vs. Non-social/enterprising situations will correlate positively with their interpersonal adaptability.	Ployhart & Bliese, 2006; Pulakos et al. 2000
Shape	Conscientiousness	H14: Participants' conscientiousness, achievement-striving, and dutifulness shape scores will correlate positively with their level of interest in the situations corresponding to those shape scores.	Barrick, et al., 2002; Campbell et al., 1993; Lent et al., 1994; Van Iddekinge, Putka, et al., 2011; Van Iddekinge, Roth et al., 2011
		H15: Participants' conscientiousness, achievement-striving, and dutifulness shape score profiles across situations will correlate positively (within-persons) with their interest profiles across those situations.	Barrick, et al., 2002; Campbell et al., 1993; Lent et al., 1994; Van Iddekinge, Putka, et al., 2011; Van Iddekinge, Roth et al., 2011
		H16(a,b): Participants' conscientiousness, achievement-striving, and dutifulness shape scores will be (a) higher in difficult situations than in easy situations, and (b) higher in urgent situations than in neutral situations.	Fleeson, 2007a; Minbashian et al., 2010
		H17: Conscientiousness, achievement-striving, and dutifulness shape scores will correlate positively with need for cognition (NFC) in investigative situations.	Minbashian et al., 2010; Wu et al., 2014
		H18: Conscientiousness, achievement-striving, and dutifulness shape scores will correlate positively with self-monitoring in situations involving others.	Day & Schleicher, 2006; Day et al., 2002; Lennox & Wolfe, 1984

In addition to the hypotheses outlined above, we expect to find some differences between the facets of conscientiousness in terms of relationships with external variables (e.g., dutifulness may correlate to a greater extent than achievement-striving with conventional interests and conservatism). But, we do not feel there is enough evidence to date to offer formal hypotheses. Although we do examine potential differences in the functioning of the four components of trait expression for achievement-striving and dutifulness, we consider these analyses largely exploratory.

Evaluating the Functioning of Within-Situation Scatter Scores

Tests of hypotheses 4 and 5 concern the functioning of the prototype's within-situation scatter scores.

Hypothesis 4: Within-situation scatter will moderate relationships between overall trait elevation scores and external constructs. Specifically, high within-situation scatter will coincide with weaker relationships between overall trait elevation scores and external constructs.

Hypothesis 4 is based on the theoretical argument that observed within-person variability in trait expression over time (holding situation constant) is a form of transient error variance, and thus would obscure observed relationships among constructs (Schmidt et al., 2003). However, an alternative view is that such variance is not entirely random error (see hypothesis 5). In either case, several studies have found that within-person variability moderates relationships among variables such that greater consistency coincides with stronger correlations (e.g., Biesanz et al., 1998; Edwards & Woehr, 2007; Fleisher et al., 2011; Fleisher, Poling, & Woehr, 2008; Reddock et al., 2011).

Hypothesis 5: Within-situation scatter for any trait or facet will correlate negatively with (a) adjustment and (b) conservatism.

Hypothesis 5 is based on the theoretical argument that within-person, within-situation variability is at least in part true systematic variability (not all random error). In other words, there may be meaningful reasons why some individuals act differently over time even within similar situations. In support of this, Sherman et al. (2010) found that more consistent persons tended to be conservative and better adjusted, even after controlling for situational similarity. Erickson, Newman, and Pincus (2009) reported similar findings for adjustment.

Evaluating the Functioning of Between-Situation Scatter Scores

Tests of hypotheses 6 and 7 concern the functioning of the prototype's between-situation scatter scores.

Hypothesis 6: Between-situation scatter will moderate relationships between overall trait elevation scores and external constructs. Specifically, high between-situation scatter will coincide with weaker relationships between overall trait elevation scores and external constructs.

Hypothesis 6 is based on the theoretical argument that observed within-person variability in trait expression across situations is an example of item-specific factor error, and thus would obscure observed relationships among constructs (Schmidt et al., 2003). That is, from the perspective of evaluating the reliability of overall trait elevation scores using traditional indices such as coefficient alpha, it would manifest itself as item-specific factor error and therefore have the potential to attenuate observed correlations between overall trait elevation scores and other variables. This possibility might also help explain why several studies have found that within-person variability in trait expression moderates relationships among trait elevation and other variables such that greater consistency coincides with stronger correlations (e.g., Edwards & Woehr, 2007; Fleisher et al., 2011, 2008; Reddock et al., 2011). Thus, when coupled with hypothesis 4, these analyses may help determine whether the moderating effects found in past research cited above are more a function of between-situation variation or within-situation (temporal) variation in trait expression.

Hypothesis 7: Between-situation scatter for any trait or facet will correlate positively with self-monitoring (SM).

Self-monitoring has been offered as a theory of expressive control (Lennox & Wolfe, 1984), explaining why and how individuals strategically adjust their behavior to influence others' perceptions. High self-monitors adjust the public expression of their behavior to fit with the expectations of others and are also likely to project images to attempt to impress others (Day & Schleicher, 2006). Thus, self-monitoring is a form of impression management. Day, Schleicher, Unckless, and Hiller (2002) reported the results of a meta-analysis showing significant relationships between self-monitoring and important work-related outcomes, such as job performance and leadership. One potential explanation of this finding is that self-monitoring enables adaptive performance (i.e., adjusting one's behavior to best meet the needs of a given situation). On these grounds, self-monitoring is seen as a viable correlate of personality variability, such that high self-monitors should exhibit greater variability in general, and especially in situations involving others.

Evaluating the Functioning of Shape Scores

Tests of hypotheses 8 through 18 concern the functioning of the prototype's shape scores (i.e., situation-specific trait elevation scores). Recall that there will be multiple shape component scores for any given trait – one for each situation examined. Hypotheses regarding the shape scores are grouped into two subsets: (a) extraversion-related hypotheses, and (b) conscientiousness-related hypotheses.

Extraversion-Related Hypotheses

Hypothesis 8: Participants' extraversion shape scores will be higher in social/enterprising situations than in non-social/enterprising situations.

Hypothesis 8 is based on the idea that situations calling for interpersonal skills (e.g., social and enterprising situations) will cue people to be more extraverted and others will reinforce this

behavior. This is in line with TAT (Tett & Burnett, 2003), CAPS (Mischel & Shoda, 1995), and theories of situation strength (Meyer, Dalal, & Hermida, 2010).

Hypothesis 9: Extraversion shape scores will correlate positively with social interests in social situations.

Hypothesis 9 is based on Holland's (1985, 1997) model of personality types and work environments. Specifically, occupational interests (i.e., realistic, investigative, artistic, social, enterprising, conventional) reflect preferences for different characteristics of work environments. We also expect Holland's model to apply to more micro situations. Thus, individuals with strong social interests should be more receptive to situations calling for extraversion than individuals with low social interests.

Hypothesis 10: Extraversion shape scores will correlate positively with enterprising interests in enterprising situations.

Hypothesis 10 is based on the same rationale as hypothesis 9. Similarly, individuals with strong enterprising interests should be more receptive to situations calling for extraversion than individuals with low enterprising interests.

Hypothesis 11: Participants' extraversion shape scores will be higher in pleasant than in unpleasant situations.

Fleeson (2007a) found that the friendliness of interaction partners was related to increases in extraversion. Thus, hypothesis 11 is based on the assumption that interacting with friendly people is considered to be a relatively pleasant situation, and will cue greater levels of extraversion.

Hypothesis 12: The difference between participants' extraversion shape scores in social/enterprising situations vs. non-social/enterprising situations will correlate positively with their self-monitoring.

Hypothesis 12 builds upon the rationale for hypothesis 7. Because high self-monitors adjust the expression of their behavior to fit in with others and the situation they are in (Day & Schleicher, 2006), and because social and enterprising situations cue extraverted behavior, high self-monitors should adjust their behavior to a greater extent in social and enterprising situations (i.e., act more extraverted) than low self-monitors.

Hypothesis 13: The difference between participants' extraversion shape scores in social/enterprising situations vs. non-social/enterprising situations will correlate positively with their interpersonal adaptability.

Hypothesis 13 attempts to replicate hypothesis 12 with a construct similar to self-monitoring, namely interpersonal adaptability (Ployhart & Bliese, 2006; Pulakos, Arad, Donovan, & Plamondon, 2000). Interpersonal adaptability involves behavior such as being flexible in dealing with others, altering one's behavior when it is appropriate to do so, taking feedback, and

demonstrating insight of others' behavior (Pulakos et al., 2000). Adaptability has gained considerable attention from applied psychologists in recent years. However, less research has examined the interpersonal adaptability construct offered by Pulakos and colleagues as self-monitoring. As such, including interpersonal adaptability serves the dual purpose of testing a hypothesis similar to hypothesis 12 with a related construct, and examining whether results for interpersonal adaptability are similar or different from the more established construct of self-monitoring.

Conscientiousness-Related Hypotheses

Hypothesis 14: Participants' conscientiousness, achievement-striving, and dutifulness shape scores will correlate positively with their level of interest in the situations corresponding to those shape scores.

Hypothesis 14 is based on theory and empirical research suggesting that interests influence behavior by increasing motivation to perform the activities individuals find interesting (Campbell, McCloy, Oppler, & Sager, 1993; Lent, Brown, & Hackett, 1994; Van Iddekinge, Putka, & Campbell, 2011; Van Iddekinge, Roth, Putka, & Lanivich, 2011). Because conscientiousness, especially achievement-striving, is linked to motivation (Barrick, Stewart, & Piotrowski, 2002), we posit that conscientiousness and its facets will be higher in situations that correspond with an individual's interests. We anticipate relations being strongest for the achievement-striving facet of conscientiousness as that appears most proximal to motivational concepts.

Hypothesis 15: Participants' conscientiousness, achievement-striving, and dutifulness shape score profiles across situations will correlate positively (within-persons) with their interest profiles across those situations.

Hypothesis 15 builds upon the rationale for hypothesis 14, but examines relationships across situation profiles within-persons. So, rather than correlating one shape component score with one interest score between-persons, we examined the distribution of correlations between participants' shape scores for a given trait and their interest profile. Despite this difference, the theoretical rationale for hypothesis 15 is the same as that of hypothesis 14.

Hypothesis 16: Participants' conscientiousness, achievement-striving, and dutifulness shape scores will be (a) higher in difficult situations than in easy situations, and (b) higher in urgent situations than in neutral situations.

Hypothesis 16 is based on recent research of task-contingent conscientiousness. Minbashian et al. (2010) found that momentary conscientiousness increased with the difficulty and urgency of work tasks. Similarly, Fleeson (2007a) reported that a composite of situational task characteristics including features such as obligation, imposition, and deadline nearness was related to strong increases in conscientiousness.

Hypothesis 17: Conscientiousness, achievement-striving, and dutifulness shape scores will correlate positively with need for cognition (NFC) in investigative situations.

Hypothesis 17 is based on findings by Minbashian et al. (2010) that NFC relates positively and significantly with task-contingent conscientiousness, and recent findings by Wu, Parker and de Jong (2014) that NFC predicts innovation. We see an obvious conceptual link between investigative situations and innovative behavior. To illustrate this point, investigative occupations frequently involve working with ideas, uncovering facts and figuring out problems, and require an extensive amount of thinking (O*NET Resource Center, 2012b). Because of this and because higher NFC has been found to correspond with stronger contingencies between task demands and conscientiousness (Minbashian et al., 2010), investigative situations should cue conscientious behavior to a greater extent among individuals higher in NFC.

Hypothesis 18: Conscientiousness, achievement-striving, and dutifulness shape scores will correlate positively with self-monitoring in situations involving others.

Hypothesis 18 stems from the rationale offered for hypotheses 7 and 12. High self-monitors adjust their behavior to match the expectations of others in social situations (i.e., manage impressions). Thus, high self-monitors more so than low self-monitors should adjust their conscientious behavior to a greater extent when they are around others.

Summary of Hypotheses

In sum, findings supportive of hypotheses 1 through 18 would be indicative that the prototype's overall elevation scores, within-situation scatter scores, between-situation scatter scores, and shape scores (i.e., situation-specific elevation scores) are valid indicators of their corresponding component of trait expression.

Method

To evaluate the hypotheses above, we recruited participants for an online study with Amazon's Mechanical Turk (MTurk) (www.mturk.com). Given that evaluating each hypothesis did not require that every participant complete every measure used in the full study, a panel data collection strategy was used to minimize the number of items that would be presented to any given participant. Table 4 shows the measures administered to each panel of participants, as well as the hypotheses each panel was designed to evaluate. One advantage of this design is that we were able to offer multiple independent tests of each hypothesis.

Sample

Data were gathered from 2,225 participants collected using Amazon's Mechanical Turk (www.mturk.com) from July 5-11, 2013. Each participant was randomly administered one of the 10 panels described in Table 4. MTurk is an inexpensive method of quickly collecting a large amount of research data, and is thus gaining popularity among social scientists (Barger, Behrend, Sharek, & Sinar, 2011). As summarized in recent reviews (Behrend, Sharek, Meade, & Wiebe, 2011; Buhrmester, Kwang, & Gosling, 2011; Mason & Suri, 2012), MTurk provides a diverse participant pool that can yield high quality data. Each participant was paid \$1.50 for participating in this study. A copy of the informed consent form used in this study is provided in Appendix C.

Table 4. **Measures Administered in each Study Panel**

PANEL	1	2	3	4	5	6	7	8	9	10
HYPOTHESES TESTED	1,2 4-13	1,2 4-12,13	1 3-6 14,15	1 3-6 14-	1 3-6 14-	1 4-6 14-	1 4-6 14-	1 3-6 14,15	1 4-6 14-	1 4-6 14-
MEASURE										
Prototype Extraversion	40	40								
Likert Extraversion	10	10								
Prototype Conscientiousness			16	40	40			16		
Likert Conscientiousness			10	10	10			10		
Prototype Achievement-striving			16			40	40			
Likert Achievement-striving			10			10	10			
Prototype Dutifulness								16	40	40
Likert Dutifulness								10	10	10
Five RIASEC interests (RISEC)	50	50	50	50	50	50	50	50	50	50
Stability/adjustment	10	10	10	10	10	10	10	10	10	10
Need for cognition			4	4	4	4	4	4	4	4
Conservatism	10	10	10	10	10	10	10	10	10	10
Self-monitoring	13	13	13	13	13	13	13	13	13	13
Interpersonal adaptability	7	7								
TOTAL NUMBER OF MEASURES:	7	7	9	7	7	7	7	9	7	7
TOTAL NUMBER OF ITEMS ¹ :	140	140	139	137	137	137	137	139	137	137

Note. Extraversion was examined in panels 1 and 2. In panel 1 it was assessed across four pleasant and four unpleasant situations; and in panel 2 it was assessed across, four neutral and four urgent situations. Conscientiousness was assessed in panels 3, 4, 5, and 8. In panels 3 and 8 it was assessed across two group and two alone situations (group realistic/investigative, alone realistic/investigative). In panel 4 it was assessed across five difficult and five easy situations, and in panel 5 it was assessed across five urgent and five neutral situations. Achievement was assessed in panels 3, 6, and 7. In panel 3 it was assessed across two group and two alone situations (group realistic/investigative, alone realistic/investigative). In panel 6 it was assessed across five difficult and five easy situations, and in panel 7 it was assessed across five urgent and five neutral situations. Dutifulness was assessed in panels 8, 9, and 10. In panel 8 it was assessed across two group and two alone situations (group realistic/investigative, alone realistic/investigative). In panel 9 it was assessed across five difficult and five easy situations, and in panel 10 it was assessed across five urgent and five neutral situations. ¹In addition to these items we also included three careless responding items and eight demographic items.

In setting up this study for administration via MTurk, we limited participation to MTurk “workers” (users) in the United States, and required that they have a “HIT” approval rate of 90% or higher. A HIT is a task or job performed by a worker on MTurk. Approval rate tracking for MTurk workers is one mechanism Amazon offers to help ensure MTurk HIT administrators can ensure data quality. Administrators have the ability to reject participants’ work if it does not meet quality standards (e.g., the participant did not follow the instructions), and MTurk workers are scored based on their percentage of accepted work. When setting up a new HIT, administrators can limit participation to only MTurk workers who meet a threshold regarding their approval ratings – which is what we did here. As noted above, to participate in the current study, MTurk workers had to have approval rating of 90% or higher on their past HITs - a common threshold for MTurk HITs (Mason & Suri, 2012).

Beyond limiting participation in the study to those with high HIT approval rates, we ran several checks on the data to ensure their quality, and appropriateness for inclusion in study analyses. We established several data quality criteria and screened out individuals who:

- Were not at least 18 years of age³
- Failed any of the careless responding item
 - Indicated they were not using a computer (careless check 1)
 - Indicated they did not understand a word of English (careless check 2)
 - Indicated they had never brushed their teeth (careless check 3)
- Failed to answer at least 95% of the non-demographic items
- Completed all measures in an unrealistically fast time (7 minutes or less)
- Indicated “N/A” in response to more than half of the prototype items (indicating a high level of lack of experience with the situations asked about in the prototype)
- Was flagged as a multivariate outlier based on Mahalanobis distance statistic based on their responses to all non-demographic items (we used $p < .001$ as a cutoff for identifying outliers)

³ Technically, when signing up to be an MTurk worker, one must confirm they are 18 years of age or older. However, one of our demographics questions asked participants’ current age, and we removed the very few participants who indicated they were less than 18 years old.

Table 5 summarizes the number and percentage of individuals retained for the final sample (and subsequent analyses) upon implementing these data checks.

Table 5.

Overall Initial and Final Sample Sizes by Panel

Panel	Initial Sample	Final Sample	% Retained
1	214	185	86.45
2	244	229	93.85
3	232	212	91.38
4	232	203	87.50
5	214	197	92.06
6	215	190	88.37
7	213	194	91.08
8	242	227	93.80
9	216	194	89.81
10	203	181	89.16
Total	2,225	2,012	90.43

As shown in Table 5, a substantial percentage of study participants were retained for analyses (90.4% across all samples), providing further evidence of the quality of data that is possible from an MTurk-based data collection. In terms of reasons why participants were not retained for analyses, Table 6 summarizes the percentage of participants that failed to meet each data quality criterion described above.

Sample Characteristics

Once the initial data were cleaned, we examined the final overall sample with regard to its basic demographic characteristics. Participants' average age was 31 ($SD = 10.99$, Range: 18 to 76). Overall, 57.8% of individuals in the final sample were women, 41.4% were men, and 0.8 failed to report their sex. In terms of racial/ethnic composition, whites comprised the largest percentage of the sample (79.3%), followed by Asians (8.3%), African-Americans (7.8%), Hispanics (5.6%), American Indian/Alaskan Natives (2.1%), and Native Hawaiian/Other Pacific Islanders (0.6%). The remaining 2.0% of participants chose not to report their race/ethnicity.

Individuals with bachelors' degrees comprised the largest percentage of the sample (33.9%), followed by individuals with some college but no degree (32.7% - which could include current college students), individuals with graduate degrees (14.0%), individuals with associates degrees (9.2%), high school graduates (8.4%), and those with some high school (1.8%).

Table 6.

Percentage of Participants that Failed to Meet Each Data Quality Criterion

Panel	Under 18	Careless 1: Not using a computer	Careless 2: Didn't understand English	Careless 3: Never brushed teeth	Answered less than 95% of questions	Completed measures in 7 minutes or less	Indicated "N/A" to more than half of the prototype items	Multivariate outlier based on Mahalanobis distance
1	0.47	3.27	1.87	1.87	1.87	0.93	2.80	1.87
2	0.00	0.82	0.41	0.41	1.23	0.00	2.46	0.82
3	0.00	2.16	1.72	1.29	1.29	1.29	1.72	0.43
4	0.00	3.45	3.45	2.59	0.43	1.29	1.29	2.59
5	0.00	1.87	3.74	1.87	1.87	1.40	1.40	0.93
6	0.00	4.19	3.26	3.26	0.93	0.93	1.40	0.93
7	0.00	3.76	0.94	1.41	2.35	0.94	0.47	0.94
8	0.00	1.24	1.24	1.24	0.83	0.41	1.24	2.07
9	0.00	1.85	2.78	0.93	2.31	2.31	2.31	1.39
10	0.00	1.97	0.00	2.46	2.96	1.48	1.48	0.99
Overall	0.05	2.43	1.93	1.71	1.57	1.08	1.66	1.30

Note. For any given panel or the overall sample, the percentages in this table don't add up to the total percentage of individuals dropped for analyses (which can be inferred from Table 5), because individuals may have failed to meet more than one data quality criterion.

With regard to employment status outside of MTurk, 41.8% of participants indicated they had a full-time job, whereas 25.5% indicated they had a part-time job, and 32.1% indicated they had no job. Table 7 provides a breakdown of the types of occupations currently held by the 1,356 participants who indicated they have full-or part-time jobs outside of MTurk. These results suggest that the sample was quite diverse in terms of the type of occupations held by participants.

Measures

Prototype Measure

As discussed previously, prototype contextualized frequency-based scales were developed to assess the four components of trait expression for four personality constructs: extraversion, conscientiousness, achievement-striving, and dutifulness. Four personality items from the International Personality Item Pool (IPIP) were selected measuring each of these constructs. Selection of these items was based on an SME review of IPIP items available for each construct, where the aim of the review was to identify items that (a) described behaviors, (b) reflected behaviors that could be meaningfully performed in the context of types of situations underlying the prototype measure, and (c) provided good coverage of the target construct. The final version of the prototype measure administered to each panel is provided in Appendix A: MTurk Prototype Survey Content.

To complete the prototype measure, participants were asked to estimate the frequency of their behavior described in each item across four to ten situations. Table 8 shows the trait(s) measured by the prototype in each panel, as well as the situations across with they were assessed.

Table 7.

Occupation Types among Full-Time and Part-Time Employed Study Participants

Occupation Type	N	% Total
Education, Training, and Library	224	16.5
Marketing, Sales and Service (Including Retail)	133	9.8
Other	111	8.2
Healthcare	109	8.0
Arts, Design, Entertainment, Media, Sports, and Recreation	100	7.4
Information Technology	86	6.3
Office and Administrative Support	74	5.5
Food Preparation and Serving	73	5.4
Science, Technology, Engineering and Mathematics	65	4.8
Finance and Insurance	58	4.3
Business and Management	55	4.1
Government and Public Administration	35	2.6
Community and Social Service	29	2.1
Manufacturing	29	2.1
Hospitality and Tourism	25	1.8
Transportation, Distribution and Logistics	25	1.8
Legal	22	1.6
Agriculture, Forestry, Fishing, Hunting, and Natural Resources	20	1.5
Architecture and Construction	16	1.2
Building/Grounds Cleaning and Maintenance and Waste Management	15	1.1
Real Estate and Rental and Leasing	13	1.0
Installation, Maintenance, and Repair	12	0.9
Law Enforcement, Public Safety, Corrections and Security	12	0.9
Military	9	0.7
Utilities	6	0.4
Total	1,356	100

Table 8.
Focal Traits and Situations Included in the Prototype Measure by Panel

Panel	Trait	Situations			Total # of Situations
		Valence/Context Dimensions	Activity Dimensions		
1	Extraversion	Unpleasant-Enjoyable	×	R-I-S-E	8
2	Extraversion	Urgent-Neutral	×	R-I-S-E	8
3	Achievement	Group-Solitary	×	R-I	4
3	Conscientiousness	Group-Solitary	×	R-I	4
4	Conscientiousness	Difficult-Easy	×	R-I-S-E-C	10
5	Conscientiousness	Urgent-Neutral	×	R-I-S-E-C	10
6	Achievement	Difficult-Easy	×	R-I-S-E-C	10
7	Achievement	Urgent-Neutral	×	R-I-S-E-C	10
8	Conscientiousness	Group-Solitary	×	R-I	4
8	Dutiful	Group-Solitary	×	R-I	4
9	Dutiful	Difficult-Easy	×	R-I-S-E-C	10
10	Dutiful	Urgent-Neutral	×	R-I-S-E-C	10

Note. Activity Dimensions: R = Realistic. I = Activity, S = Social, E = Enterprising. C = Conventional.

Thus, within any given panel traits were measured using 16 to 40 situation × item combinations (i.e., 4-10 situations x 4 items). Further, three frequency estimates were collected for each of these situation × item combination. Respondents were asked for each situation × item combination to indicate the percentage of time over the past six months the behavior described in the item was (a) very descriptive of them, (b) somewhat descriptive of them, or (c) not descriptive of them *during the given type of situation* (% not descriptive of me, % somewhat descriptive of me, and % very descriptive of me). Therefore, we obtained 48-120 data points from each participant for each personality trait.⁴

Complementing the prototype items, we also asked participants to estimate the time spent in each of the situations presented to them in prototype measure. For each situation we asked, “Over the past six months, how frequently have you experienced this situation?” Participants responded to this question using a 5-point scale with the following anchors: Daily (5), Weekly (4), Monthly (3), Less than Monthly (2), Not at All (1). Table 9 provides means and standard deviations of these ratings for each of the 32 situations covered by the prototype measures (across all panels in which a given situation was considered). The situations in Table 9 are sorted in descending order by magnitude of their mean frequency rating – with more frequently experienced situations appearing at the top of the list, and less frequently experienced at the bottom.

⁴ This high number of data points is not uncommon among intensive longitudinal assessments of personality. For example, in summarizing the methodological details of several ESM studies, Fleeson and Gallagher (2009) described three “standard” ESM studies in which 44-73 short surveys were obtained from each participant containing 4-5 items per trait. Thus, participants in these previous ESM studies provided approximately 179-366 data points per trait.

Table 9.

Average Frequency with which Study Participants Experienced Prototype Situations over the Past 6 Months

Situation Type	N	Mean	SD
Neutral-Social	800	4.76	0.61
Easy-Social	587	4.48	0.84
Enjoyable-Social	185	4.46	0.74
Solitary-Investigative	435	4.26	0.80
Enjoyable-Investigative	184	4.23	0.92
Neutral-Conventional	571	4.16	1.01
Easy-Conventional	580	4.15	1.06
Neutral-Investigative	796	4.07	0.98
Easy-Investigative	585	4.00	0.97
Solitary-Realistic	436	3.99	1.00
Neutral-Realistic	799	3.99	1.09
Urgent-Social	799	3.86	0.97
Easy-Realistic	585	3.82	1.11
Enjoyable-Realistic	185	3.70	1.22
Neutral-Enterprising	797	3.67	1.09
Urgent-Conventional	569	3.59	1.13
Group-Investigative	435	3.48	1.03
Easy-Enterprising	583	3.43	1.17
Unpleasant-Social	183	3.42	1.10
Enjoyable-Enterprising	185	3.42	1.10
Urgent-Investigative	798	3.37	1.11
Group-Realistic	434	3.27	1.15
Urgent-Realistic	794	3.25	1.22
Difficult-Social	583	3.23	1.11
Unpleasant-Enterprising	183	3.16	1.17
Difficult-Realistic	583	3.13	1.21
Urgent-Enterprising	795	3.06	1.16
Difficult-Enterprising	579	3.00	1.15
Unpleasant-Realistic	185	2.97	1.14
Difficult-Investigative	584	2.81	1.10
Difficult Conventional	586	2.81	1.11
Unpleasant-Investigative	184	2.30	1.07

Note. Response scale ranges from 5 (Daily) to 1 (Not at All). Situations are sorted in descending order by mean frequency.

As shown in Table 9, the most frequently experienced situations among participants were primarily positively or neutrally valenced, and involved social, investigative, or conventional type types of activities. Notably less common were negatively valenced situations. To our knowledge, no literature exists on the degree to which individuals experience various types of

situations in the course of daily life, however the general pattern revealed in Table 9 appears to make sense and suggests that on average, participants lives were generally characterized by frequent positive or neutral social interactions.

External Scales

In addition to the prototype measure, several established measures were administered to evaluate study hypotheses. Depending on the panel they were part of, participants completed a subset of the following established measures with Likert-type scales: (a) extraversion (10 IPIP items), (b) conscientiousness (10 IPIP items), (c) achievement-striving (10 IPIP items), (d) dutifulness (10 IPIP items), (e) realistic, investigative, social, enterprising, and conventional interests (40 items from the O*NET Interest Profiler Short Form), (f) stability/adjustment (10 IPIP items), (g) conservatism (10 IPIP items), (h) self-monitoring (13 items; Lennox & Wolfe, 1984), (i) interpersonal adaptability (7 items; Ployhart & Bliese, 2006), and (j) need for cognition (4 items; Cacioppo, Petty, & Kao, 1984; Wu et al., 2014). As noted above, which subset of measures the participant complete depended on panel, and was provided in Table 4. A complete copy of all these measures is included in Appendix A: MTurk Prototype Survey Content.

In addition to the measures above, all panels included three items designed to detect careless responding (described earlier, and based on Meade & Craig, 2012), as well as an item designed to ensure that the measure was completed by a human, rather than a “bot” (Mason & Suri, 2012). One issue with online data collection through services such as Mechanical Turk is it is possible for computer programs (i.e., bots) to be written that automatically populate responses to an online survey as opposed to a human actually completing it. To combat this possibility, it is common to insert an open-ended question to which all human respondents should know the answer, but which a bot could not effectively answer (e.g., who is the current President of the United States?). We inserted such a question in each panel to detect bots – all participants were able to answer it correctly.

Analyses

Given the novelty of the prototype developed for this study, the section below describes how we derived each component of trait expression from the prototype measure. Typical field standards were used to calculate descriptive statistics. Descriptions of analyses performed to evaluate hypotheses will appear in the *Results* section.

Overall Trait Elevation

In accordance with previous research using frequency-based personality measurement, we first transformed raw percentages (i.e., % of time not descriptive of me; % of time somewhat descriptive of me, % of time very descriptive of me) for each item × situation combination to a 5-point scale ranging from 1 to 5. We achieved this conversion using the following weights: percentages in the “not descriptive of me” (NDM) category were multiplied by .01, percentages in the “somewhat descriptive of me” (SDM) category were multiplied by .03, and percentages in the “very descriptive of me” (VDM) category were multiplied by .05. For items requiring reverse coding (e.g., “Was reserved, quiet,” an indicator of introversion, rather than extraversion), these

weights were reversed. To obtain an overall trait elevation score, we first calculated an elevation score for each item \times situation combination that reflected a weighted sum of the percentages described above:

$$\begin{aligned} \text{Elevation for Item } \times \text{Situation Combination } X = \\ .01(\% \text{NDM for Item } \times \text{Situation Combination } X) + \\ .03(\% \text{SDM for Item } \times \text{Situation Combination } X) + \\ .05(\% \text{VDM for Item } \times \text{Situation Combination } X) \end{aligned} \quad (1)$$

Next, elevation scores for each item \times situation combinations were averaged together to provide a single overall trait elevation score for that participant. For example, for a participant in one of the panels including extraversion, we calculated 40 elevation scores reflecting 40 different extraversion item \times situation combinations (4 items \times 10 situations) and then averaged these together to arrive at an overall extraversion elevation score for that participant. The reliability of overall elevation scores was assessed using a Generalizability coefficient that specified persons, items, situational valance type, and situational activity type as fully crossed factors, and using the 40 item \times situation elevation scores as input for the analysis.⁵

Within-Situation Scatter

Obtaining a measure of within-situation scatter (WSS) for each participant involved first calculating item \times situation-level standard deviations. Following previous applications of frequency-based personality measurement, this was accomplished using the following formula:

$$\begin{aligned} SD \text{ for Item } \times \text{Situation Combination } X = \\ \sqrt{[((((1 - E_X)^2) \times \% \text{NDM}) + (((3 - E_X)^2) \times \% \text{SDM}) + (((5 - E_X)^2) \times \% \text{VDM})) / 100]} \end{aligned} \quad (2)$$

In Formula 2, E_X is elevation for item \times situation combination X described previously. Once these SDs were calculated for each item \times situation combination, they were averaged across items and situations to arrive at a single WSS score for each person. Continuing with the example involving extraversion discussed above, the participant first estimated percentages for four extraversion-related items in each of ten situations. Next, Formula 2 was used to calculate 40 item \times situation-level SD scores. Finally, these SDs were averaged across items and situations to obtain a single average WSS score for each participant. The reliability of WSS scores was assessed using a Generalizability coefficient that specified persons, items, situational valance type, and situational activity type as fully crossed factors, and using the 40 item \times situation-level SD scores as input for the analysis. Reliability in this context reflects the consistency of intraindividual within-situation variability across items and situations. Thus, high reliability provides evidence for stable individual differences in the amount of variability in behavior across time within a given type of situation.

⁵ We used a Generalizability coefficient due to dependencies among responses as a function of items, situational valences, and situational activity types. If one simply applied coefficient alpha to the item \times situation elevation scores, the latter situational factors weren't accounted for, and alpha would provide biased estimate of reliability due to non-independence among residuals.

Between-Situation Scatter

To calculate between-situation scatter scores, we took the item \times situation elevation scores described earlier (Formula 1) and calculated the standard deviation of them for each item across situations. Next we averaged the resulting four *SDs* (one for each item) to arrive at one score for each participant reflecting between-situation scatter. Reliability was assessed with Cronbach's alpha using the four between-situation *SDs* as input for the analysis. Each of these *SDs* reflects variability across different types of situations for a single indicator (item) of a trait. Reliability in this context reflects the consistency of intraindividual between-situation variability across items (behavioral indicators) for a given trait. Thus, high reliability provides evidence for stable individual differences in the amount of variability across situations.

Shape

To generate shape scores for each person, we took the item \times situation elevation scores described earlier (Formula 1), and averaged them across items for each situation. This resulted in 8-10 situation-specific trait elevation scores for each participant. Thus, for each participant we obtained a profile of eight to ten peaks and valleys of trait expression across the situations.

Results

A key motivation behind the current study is the notion that trait-related behavior is a function of person and the situations they confront; yet traditional, context-free measures of personality assessment mask that complexity. As such, the first analyses we performed focused on decomposing observed variance in trait behavior based on the new prototype measure, to determine what percentage of variance could be attributable to person and situation related factors. To decompose variance in trait behavior, we first calculated shape scores for each participant (i.e., situation-specific trait elevation scores). Next, we fitted a random effects model to these scores within each panel that specified persons, situational valence, situational activity type, and items as crossed random factors. This model allowed us to provide a comprehensive partitioning of observed score variance in trait expression, and determine the extent to which the variance in observed score was accounted for by various factors and their interactions. Table 10 describes the components of variance underlying observed between-person variance in trait expression that are possible to isolate based on our prototype measure, and notes whether they contribute to true score or error variance in the measure. As noted in Table 10, idiosyncratic item-related interaction effects serve as the primary source of error in our measure.

Table 11 provides a summary of the partitioning of true score variance in trait expression, as well as the expected reliability of the prototype's shape scores for each trait.

There are several noteworthy findings presented in Table 11. First, note that with the exception of extraversion, the prototypes' shape scores tended to be reliable. Keep in mind that these levels of reliability were obtained using only four items per trait for any given situation (valence-activity type combination). Second, and of primary concern for this effort, was the composition of true score variance. To the extent that trait behavior is consistent across different situations, one would expect true score to be accounted for by person main effects. However, this was

clearly not the case – person main effect variance accounted for no more than 42.6% of true score variance on average for any of the traits. This indicates that the majority of true score variance in persons' level of trait expression in a given situation depended on valence of the situation examined and/or the activities involved in the situation – and not a situationally-stable person main effect. As shown in Table 11, person \times situational valence interaction effects accounted for an average of between 14.6% (achievement) and 20.1% (extraversion) of true score variance in trait expression. This is the percentage of true score variance in persons' trait expression that depended on the valence of the situation examined. Person \times situational activity type interaction effects accounted for an average of between 29.9% (extraversion) and 37.3% (dutifulness) of true score variance in trait expression. This is the percentage of true score variance in persons' trait expression that depended on the activity involved in the situation. Lastly, person \times situational valence \times situational activity type interaction effects accounted for an average of between 5.0% (dutifulness) and 16.9% (extraversion) of true score variance in trait expression. This is the percentage of true score variance in persons' trait expression that depended on the specific valence-activity type combination (i.e., situation) examined.

Table 10. Components of Observed Between-Person Variance in Trait Expression

Variance Component	Description	True Score or Error?
Person	Regarding differences in persons' observed level of trait expression, this component implies that...	
person \times situational valence	Some persons express more of the trait than others, regardless of valence of the situation they face or type of activity involved	True score
person \times situational activity type	Some persons express more of the trait than others depending on the valence of the situation they face, regardless of the type of activity involved	True score
person \times situational valence \times situational activity type	Some persons express more of the trait than others depending on the type of activity involved, regardless of the valence of the situation they face	True score
person \times item	Some persons express more of the trait than others - but this is not consistent across items used to measure the trait	Error
person \times item \times situational valence	Some persons express more of the trait than others depending on the valence of the situation they face, regardless of the type of activity involved - but this is not consistent across items used to measure the trait	Error
person \times item \times situational activity type	Some persons express more of the trait than others depending on the type of activity involved, regardless of the valence of the situation they face - but this is not consistent across items used to measure the trait	Error
Residual	Some persons express more of the trait than others depending on the valence of the situation they face and type of activity involved - but this is not consistent across items used to measure the trait	Error

Table 11. *Decomposition of True Score Variance in Trait Expression*

Trait/Panel	Valence	Activity Type	Reliability	% of True Score Variance			
				Person	Person × Valence	Person × Activity	Person × Valence × Activity
Extraversion							
1	Unpleasant-Enjoy	R-I-S-E	0.49	21.3	30.8	15.3	32.6
2	Urgent-Neutral	R-I-S-E	0.60	44.9	9.5	44.5	1.1
<i>Average</i>			<i>0.54</i>	<i>33.1</i>	<i>20.1</i>	<i>29.9</i>	<i>16.9</i>
Conscientious.							
3	Group-Solitary	R-I	0.78	51.2	15.6	30.2	2.9
4	Difficult-Easy	R-I-S-E-C	0.79	17.6	38.9	12.6	31.0
5	Urgent-Neutral	R-I-S-E-C	0.78	43.2	7.7	45.2	3.9
8	Group-Solitary	R-I	0.76	48.2	7.2	35.2	9.4
<i>Average</i>			<i>0.78</i>	<i>40.1</i>	<i>17.3</i>	<i>30.8</i>	<i>11.8</i>
Achievement							
3	Group-Solitary	R-I	0.83	52.2	12.9	24.6	10.3
6	Difficult-Easy	R-I-S-E-C	0.84	28.7	22.7	27.4	21.2
7	Urgent-Neutral	R-I-S-E-C	0.85	46.8	8.2	41.6	3.4
<i>Average</i>			<i>0.84</i>	<i>42.6</i>	<i>14.6</i>	<i>31.2</i>	<i>11.6</i>
Dutifulness							
8	Group-Solitary	R-I	0.79	46.7	22.6	27.4	3.3
9	Difficult-Easy	R-I-S-E-C	0.67	42.9	6.7	41.2	9.2
10	Urgent-Neutral	R-I-S-E-C	0.62	34.3	19.8	43.4	2.5
<i>Average</i>			<i>0.70</i>	<i>41.3</i>	<i>16.4</i>	<i>37.3</i>	<i>5.0</i>

Note. Activity Type: R = Realistic. I = Activity, S = Social, E = Enterprising. C = Conventional.

In the case of generalized, context-free measures of personality that are commonly used to assess personality, the latter three components of variance described above are typically masked as respondents are asked to respond to generic personality items without reference to how they would behave in a given context. As the results in Table 11 reveal, clearly individuals' level of trait expression on multiple traits is far more than a function of just a situationally stable person main effects. These results suggest that depending on the situation you ask people to report that level of trait expression in, you will get different rank orderings of people depending on the valence of the situation considered, and type of activity the situation involves. As such, the fundamental premise behind the current effort appears to be clearly supported.

In the remaining sections of the results, we take a closer look at different scores emerging from the prototype measure to evaluate their functioning relative to what would be expected based on past literature. Study hypotheses that are directional in nature were evaluated using one-tailed significance tests ($p < .05$), whereas two-tailed significance tests (again, $p < .05$) were largely used for unplanned follow-up analyses to further understand the topic of interest.

Evaluating the Functioning of Prototype Overall Trait Elevation Scores

Prior to testing hypotheses regarding the overall elevation scores (i.e., the scores created by averaging each of the situation-specific elevation scores described in the previous section together), we examined their basic distributional properties (means, standard deviation) and reliabilities. Table 12 summarizes results of these analyses. Overall, the trait elevation scores exhibited good levels of variance, and with the exception of extraversion, acceptable internal consistency reliability estimates (treating idiosyncratic item effects as error), with most reliabilities exceeding .70.

Table 12. Descriptive Statistics and Reliability Estimates for Overall Trait Elevation Scores

Trait/Panel	N	M	SD	Reliability
Extraversion				
1	185	3.02	0.55	0.52
2	229	3.22	0.68	0.63
<i>Average</i>		3.12	0.61	0.58
Conscientiousness				
3	212	3.77	0.71	0.85
4	203	3.55	0.61	0.84
5	197	3.85	0.62	0.85
8	227	3.82	0.66	0.84
<i>Average</i>		3.75	0.65	0.85
Achievement				
3	212	3.82	0.79	0.86
6	189	3.43	0.71	0.89
7	194	3.60	0.75	0.90
<i>Average</i>		3.62	0.75	0.88
Dutifulness				
8	227	3.93	0.71	0.83
9	194	3.66	0.62	0.74
10	181	3.84	0.58	0.65
<i>Average</i>		3.81	0.64	0.74

Recall that we made several hypotheses regarding the functioning of the prototype's overall trait elevation scores. Hypotheses 1 through 3 concerned relationships between overall trait elevation scores and other variables in their nomological network. The goal of these hypotheses was to evaluate patterns of convergent and discriminant validity evidence for the overall trait elevation scores.

We found statistically significant positive correlations between the prototype's overall trait elevation scores and their corresponding IPIP Likert scale scores (see Table 13). Across panels, correlations ranged from .57 to .66 for extraversion (mean $r = .61$), .38 to .57 for conscientiousness (mean $r = .47$), .44 to .53 for achievement (mean $r = .48$), and .32 to .60 for dutifulness (mean $r = .45$).

To further evaluate the prototype's overall trait elevation scores with their traditionally scaled IPIP Likert counterparts, we examined these variables' correlations with other non-cognitive variables for similarity. Tables 14 through 16 are provide results of these analyses, organized by focal trait.

Table 13. Correlations between Prototype Overall Trait Elevation Scores and their Corresponding IPIP Likert Scale Scores

Trait/Panel	N	r	Average r	Corrected r
Extraversion				
1	185	.57	.62	.83
2	229	.66		.87
Conscientiousness				
3	212	.45		.52
4	203	.38	.47	.44
5	197	.57		.65
8	227	.47		.55
Achievement				
3	212	.48		.55
6	189	.44	.48	.50
7	194	.53		.60
Dutifulness				
8	227	.60		.72
9	194	.32	.45	.41
10	181	.44		.60

Note. All correlations are statistically significant in the hypothesized direction ($p < .05$, one-tailed). Corrected r is adjusted for attenuation due to measurement error.

Extraversion

As shown in Table 14 the profiles of correlations for extraversion elevation and Likert scores with other non-cognitive variables were quite similar ($r = .87$ in Panel 1, $r = .94$ in Panel 2). Furthermore, consistent with hypothesis 2, the extraversion elevation score exhibited statistically significant positive correlations with enterprising and social interests in both panels in which it was examined. Note though that in general, correlations between extraversion and social interests appeared lower in Panel 1 than Panel 2 – regardless of whether one examined the prototype's extraversion elevation score, or the traditional Likert extraversion score. Overall, these results suggest that the prototype's extraversion elevation score is behaving similarly to the Likert elevation score in terms of its relationship with other variables.

Table 14. *Correlations of Prototype Extraversion Elevation Scores and Likert Scale Scores with Other Non-Cognitive Variables*

Variables	Panel 1		Panel 2	
	Prototype	Likert	Prototype	Likert
Interests				
Realistic	.18	.01	.09	.05
Investigative	.21	.11	.13	.06
Social	.14	.18	.24	.33
Enterprising	.34	.35	.25	.35
Conventional	.14	-.02	-.10	-.03
Personality				
Stability-Adjustment	.27	.22	.32	.35
Conservatism	.12	.04	.16	.13
Self-Monitoring	.35	.43	.42	.43
Interpersonal Adaptability	.23	.31	.35	.38
Correlation btw. Prototype and Likert Correlation Profiles*		.87		.94

Note. Panel 1 $N = 185$. Panel 2 $N = 229$. Bolded correlations are statistically significant ($p < .05$, one-tailed). *Not tested for statistical significance.

Conscientiousness

As shown in Table 15, the profile of correlations for conscientiousness elevation and Likert scores with other non-cognitive variables were similar, but not as similar as those found for extraversion (correlations among profiles ranged from .50 in Panel 4 to .90 in Panel 5).

Consistent with hypothesis 3, correlations between conscientiousness and need for cognition (NFC) and conservatism were significant and positive in three of the four panels in which they were administered. Less supportive of hypothesis 3 were relations between conscientiousness elevation and conventional interests. These relations were significant and positive in two of the four panels in which they were administered. Though such findings might be interpreted as reflecting an issue with the conscientiousness elevation scores, contraindicating such an interpretation is the observation that the Likert conscientiousness score tended to be even less correlated with conventional interests than the elevation score. In general, these findings provide partial support for hypothesis 3.

Table 15. Correlations of Prototype Conscientiousness Elevation Scores and Likert Scale Scores with Other Non-Cognitive Variables

Variables	Panel 3		Panel 4		Panel 5		Panel 8	
	Proto.	Likert	Proto.	Likert	Proto.	Likert	Proto.	Likert
Interests								
Realistic	.24	-.05	.01	.07	-.02	-.06	.12	.01
Investigative	.18	.07	.08	.17	-.02	-.02	.09	.06
Social	.19	.12	.09	.09	.22	.16	.31	.19
Enterprising	.07	.19	.13	.07	.14	.12	.26	.11
Conventional	.14	.11	.08	.09	.01	.05	.20	.07
Personality								
Achievement- Prototype	.78	.48						
Achievement- Likert	.46	.84						
Dutifulness – Prototype							.64	.60
Dutifulness – Likert							.35	.44
Stability-Adjustment	.31	.39	.16	.23	.24	.34	.21	.38
Conservatism	-.05	.10	.12	.23	.16	.11	.12	.22
Self-Monitoring	.31	.44	.21	.18	.16	.15	.29	.25
Need for Cognition	.32	.37	.13	.32	.09	.13	.30	.24
Correlation btw. Prototype and Likert Correlation Profiles*		.65		.50		.90		.81

Note. Panel 3 $N = 212$. Panel 4 $N = 203$. Panel 5 $N = 197$. Panel 8 $N = 227$. Bolded correlations are statistically significant ($p < .05$, one-tailed). *Not tested for statistical significance.

One other noteworthy element of Table 15 is the finding that the heterotrait-monomethod correlations (e.g., the correlation between conscientiousness – Prototype and achievement – Prototype) tended to be higher than heterotrait-heteromethod correlations (e.g., the correlation between conscientiousness– Prototype and achievement – Likert). Furthermore, when we compare the heterotrait-heteromethod correlations in Table 15 to the average correlation between conscientiousness - Prototype and conscientiousness – Likert in Table 13 (i.e., .47, a monotrait-heteromethod correlation), we have a pattern of findings that indicates the clear presence of common method variance in conscientious scores (Campbell & Fiske, 1959). While from a traditional construct validation perspective, such variance is viewed as undesirable, in the context of the current study such variance is consistent with the notion that the prototype measure allows for a richer perspective of trait expression to emerge due to its explicit sampling of situations, which are largely ignored in traditional context free measures of personality.

Achievement and Dutifulness

No formal hypotheses were made regarding achievement and dutifulness overall elevation scores, however we conducted analyses comparable to those presented above to evaluate whether

achievement and dutifulness overall elevation scores are similar to their corresponding Likert scales in terms of their relations with other non-cognitive variables.⁶ As Table 16 reveals, the profiles of correlations for achievement elevation and Likert scores with other non-cognitive variables were quite similar (correlations among profiles ranged from .73 in Panel 6 to .82 in Panel 7). Table 17 shows the profiles of correlations for dutifulness elevation and Likert scores with other non-cognitive variables were similar, but to a lesser extent than they were for achievement (correlations among profiles ranged from .50 in Panel 9 to .79 in Panel 8).

Table 16. Correlations of Prototype Overall Achievement Elevation Scores and Likert Scale Scores with Other Non-Cognitive Variables

Variables	Panel 3		Panel 6		Panel 7	
	Proto.	Likert	Proto.	Likert	Proto.	Likert
Interests						
Realistic	.15	-.05	.06	-.02	.09	.00
Investigative	.12	.16	.12	.07	.29	.18
Social	.14	.15	.22	.19	.25	.35
Enterprising	.08	.20	.19	.24	.17	.18
Conventional	.07	.05	.13	.12	.03	-.03
Personality						
Stability-Adjustment	.27	.33	.08	.22	.27	.25
Conservatism	-.08	.05	.10	.14	-.01	.13
Self-Monitoring	.30	.39	.16	.29	.34	.40
Need for Cognition	.34	.44	.24	.37	.34	.32
Correlation btw. Prototype and Likert Correlation Profiles*		.79		.73		.82

Note. Panel 3 N = 212. Panel 6 N = 189. Panel 7 N = 194. Bolded correlations are statistically significant ($p < .05$, two-tailed). *Not tested for statistical significance.

⁶ As noted earlier, since no formal hypotheses were made regarding the correlations in Tables 16 and 17, two-tailed significance tests of the correlations were conducted.

Table 17. Correlations of Prototype Overall Dutifulness Elevation Scores and Likert Scale Scores with Other Non-Cognitive Variables

	Panel 8		Panel 9		Panel 10	
	Proto.	Likert	Proto.	Likert	Proto.	Likert
Interests						
Realistic	.08	-.02	.08	-.15	.08	-.05
Investigative	.04	.15	.01	-.12	.01	.03
Social	.17	.23	.19	.17	.10	.18
Enterprising	.11	.17	.15	.05	.12	.10
Conventional	.17	.16	.09	.11	.06	.15
Personality						
Stability-Adjustment	.30	.31	.32	.28	.26	.31
Conservatism	.22	.22	.11	.36	.05	.31
Self-Monitoring	.09	.13	.38	.13	.18	.22
Need for Cognition	.23	.34	.26	.16	.20	.23
Correlation btw. Prototype and Likert Correlation Profiles		.79		.50		.54

Note. Panel 8 $N = 227$. Panel 9 $N = 194$. Panel 10 $N = 181$. Bolded correlations are statistically significant ($p < .05$, two-tailed). *Not tested for statistical significance.

Evaluating the Functioning of Prototype Within-Situation Scatter Scores

Prior to testing hypotheses regarding the prototype's within-situation scatter (WSS) scores, we examined their basic distributional properties (means, standard deviation) and reliabilities. Table 18 summarizes results of these analyses. As was the case with the overall trait elevation scores, the WSS scores exhibited adequate levels of variance and even greater reliability than the overall trait elevation scores, with many reliabilities exceeding .90.

Two hypotheses were made regarding the functioning of the prototype's WSS scores. Hypothesis 4 postulated that higher WSS scores would attenuate relationships between overall trait elevation scores and related constructs. To evaluate this hypothesis, we regressed each of the criterion variables examined in the previous hypotheses onto (a) the overall elevation score for a given trait, (b) the WSS score for that trait, and (c) the product of these two variables. The test of hypothesis 4 was provided by the significance of the product term in the aforementioned moderated multiple regression (MMR) model. Table 19 provides the results of these analyses when the Likert trait scores were used as criteria.⁷

⁷ We conducted similar analyses using social and enterprising interests as criteria (extraversion elevation and extraversion WSS as predictors), and using conventional interests, need for cognition, and conservatism as criteria (consciousness elevation and conscientiousness WSS as predictors). Not only did these results provide no consistent evidence of an interaction effect between elevation and WSS, but also no consistent evidence of a significant main effect of WSS scores. For the sake of parsimony, we did not table these results.

Table 18. Descriptive Statistics and Reliability Estimates for Within-Situation Scatter Scores

Trait/Panel	N	M	SD	Reliability
Extraversion				
1	185	0.84	0.38	0.89
2	229	0.92	0.38	0.86
<i>Average</i>		0.88	0.38	0.88
Conscientiousness				
3	212	0.90	0.40	0.89
4	203	0.89	0.36	0.92
5	197	0.88	0.36	0.91
8	227	0.91	0.39	0.90
<i>Average</i>		0.89	0.38	0.91
Achievement				
3	212	0.83	0.41	0.87
6	189	0.85	0.38	0.93
7	194	0.86	0.38	0.92
<i>Average</i>		0.85	0.39	0.91
Dutifulness				
8	227	0.84	0.44	0.90
9	194	0.86	0.39	0.93
10	181	0.86	0.38	0.92
<i>Average</i>		0.85	0.41	0.92

As shown in Table 19, hypothesis 4 was not supported. In only one panel and for one trait (Panel 8, dutifulness) was the product interaction term significant and the coefficient for that interaction term was in the opposite direction of what was expected under hypothesis 4. Results of the MMR analysis for Dutifulness in Panel 8 suggested that the relationship between dutifulness elevation scores and Dutifulness Likert scores would be *more* positive for those with higher dutifulness WSS than those with lower WSS scores. This runs contrary to the view that WSS is simply random measurement error (Schmidt et al., 2003).

Further bolstering the idea that WSS scores do not simply reflect random error are the fact that these scores tended to be significantly related to Likert conscientiousness, achievement, and dutifulness scores. As shown in Table 19, even after accounting for these traits' elevation scores, WSS was significantly negatively related to individuals' Likert scores. When not accounting for trait elevation, zero order correlations averaged: (a) -.28 for relations between conscientiousness WSS scores and conscientious Likert scores; (b) -.26 for relations between achievement WSS scores and achievement Likert scores; and (c) -.32 for relations between dutifulness WSS scores and dutifulness Likert scores (see Table 20). This pattern of findings suggest that people who are conscientiousness, achievement oriented, and dutiful tend to vary less in their expression of these traits across time holding situation constant. This is consistent with describing such individuals as dependable and reliable. Coupled with the findings that WSS scores can be reliably assessed (e.g., individuals tended to be consistent in terms of their within-situation scatter, regardless of

the specific item used to assess the trait; Table 18), these findings suggest the within-situation scatter component of conscientiousness-related trait expression does not reflect random error variance, and can be meaningfully used to differentiate among people.

Table 19. Moderated Multiple Regression Analysis of Likert Trait Scores: Elevation by Within-Situation Scatter Interaction

Trait/Panel	N	Standardized Regression Coefficients (B)		
		Elevation	WSS	Elevation x WSS
Extraversion				
1	185	0.56	-0.07	0.00
2	229	0.66	0.06	0.00
Conscientiousness				
3	212	0.38	-0.17	0.00
4	203	0.35	-0.15	-0.02
5	197	0.54	-0.08	0.00
8	227	0.39	-0.15	-0.10
Achievement				
3	212	0.55	-0.14	0.03
6	189	0.43	-0.17	0.02
7	194	0.48	-0.11	-0.07
Dutifulness				
8	227	0.32	-0.21	0.16
9	194	0.27	-0.19	0.06
10	181	0.38	-0.13	-0.01

Note. Bolded regression coefficients are statistically significant ($p < .05$, two-tailed). Unlike previous result tables that evaluated various hypotheses, we conducted two-tailed tests here because no directional hypotheses were made regarding the relationship between Likert trait scores and within-situation scatter scores. As such, to be consistent and conservative, all regression coefficients in this table were evaluated using two-tailed tests.

Other Correlates of WSS Scores

Hypothesis 5 postulated that adjustment and conservatism would negatively correlate with WSS scores. Table 21 shows correlations between WSS scores and adjustment and conservatism, and the results suggest little evidence in support of hypothesis 5. Though all correlations were negative as expected, most were small and did not attain statistical significance.

Table 20. Correlations between Conscientiousness-Related Likert Scale Scores and Conscientiousness-Related Within-Situation Scatter Scores

Trait/Panel	N	WSS Conscientiousness	WSS Achievement	WSS Dutifulness
Conscientiousness				
3	212	-.33	-.29	
4	203	-.20		
5	197	-.29		
8	227	-.30		-.33
Achievement				
3	212	-.32	-.34	
6	189		-.21	
7	194		-.22	
Dutifulness				
8	227	-.28		-.36
9	194			-.29
10	181			-.31

Note. All correlations are statistically significant ($p < .05$, two-tailed).

Table 21. Correlations between Within-Situation Scatter Scores and Adjustment and Conservatism

Trait/Panel	N	Adjustment	Conservatism
Extraversion			
1	185	-.04	-.14
2	229	-.05	-.01
Conscientiousness			
3	212	-.09	-.06
4	203	-.13	-.18
5	197	-.05	-.22
8	227	-.13	-.04
Achievement			
3	212	-.07	-.02
6	189	-.11	-.05
7	194	-.07	-.05
Dutifulness			
8	227	-.22	-.09
9	194	-.06	-.10
10	181	-.17	-.18

Note. Bolded correlations are statistically significant in the hypothesized direction ($p < .05$, one-tailed).

Evaluating the Functioning of Prototype Between-Situation Scatter Scores

Prior to testing hypotheses regarding between-situation scatter (BSS) scores, we examined their basic distributional properties (means, standard deviation) and reliabilities. Table 22 summarizes results of these analyses. As was the case with within-situation scatter, BSS scores exhibited adequate levels of variance and reliability, with many reliabilities exceeding .80.

Table 22. Descriptive Statistics and Reliability Estimates for Between-Situation Scatter Scores

Trait/Panel	N	M	SD	Reliability
Extraversion				
1	185	1.09	0.36	0.58
2	229	0.82	0.36	0.67
<i>Average</i>		0.96	0.36	0.63
Conscientiousness				
3	212	0.65	0.41	0.78
4	203	0.98	0.45	0.88
5	197	0.78	0.38	0.84
8	227	0.67	0.39	0.75
<i>Average</i>		0.77	0.41	0.81
Achievement				
3	212	0.57	0.44	0.81
6	189	0.98	0.41	0.83
7	194	0.79	0.40	0.87
<i>Average</i>		0.78	0.42	0.84
Dutifulness				
8	227	0.57	0.40	0.72
9	194	0.88	0.38	0.75
10	181	0.74	0.39	0.81
<i>Average</i>		0.73	0.39	0.76

Two hypotheses were made regarding the functioning of the prototype's BSS scores. Hypothesis 6 postulated that higher scatter between situations will attenuate relationships between overall trait elevation scores and related constructs. To evaluate this hypothesis, we regressed each of the criterion variables examined in Hypotheses 1, 2, and 3 onto (a) the overall elevation score for a given trait, (b) the BSS score for that trait, and (c) the product of these two variables. The test of hypothesis 6 is provided by the significance of the product term in the aforementioned moderated multiple regression (MMR) model. Table 23 provides the results of these analyses when the Likert trait scores were used as criteria.⁸

⁸ We conducted similar analyses using social and enterprising interests as criteria (extraversion elevation and extraversion BSS as predictors), and using conventional interests, need for cognition, and conservatism as criteria (conscientiousness elevation and conscientiousness BSS as predictors). As with the WSS results presented earlier, not only did these analyses provide no consistent evidence of an interaction effect between elevation and BSS, but also no consistent evidence of a significant main effect of BSS scores. For the sake of parsimony, we did not table these results.

Table 23. *Moderated Multiple Regression Analysis of Likert Trait Scores: Elevation by Between-Situation Scatter Interaction*

Trait/Panel	N	Standardized Regression Coefficients (<i>B</i>)		
		Elevation	BSS	Elevation x BSS
Extraversion				
1	185	0.61	0.00	0.08
2	229	0.66	-0.07	0.03
Conscientiousness				
3	212	0.46	0.04	-0.10
4	203	0.46	0.23	-0.20
5	197	0.61	0.07	-0.06
8	227	0.50	0.07	-0.05
Achievement				
3	212	0.63	0.07	-0.12
6	189	0.49	0.21	-0.06
7	194	0.64	0.18	0.08
Dutifulness				
8	227	0.43	0.07	-0.06
9	194	0.44	0.24	0.00
10	181	0.53	0.14	0.04

Note. Bolded regression coefficients are statistically significant ($p < .05$, two-tailed). As was the case with the moderation results in Table 19, we conducted two-tailed tests here because no directional hypotheses were made regarding the relationship between Likert trait scores and between-situation scatter scores. As such, to be consistent and conservative, all regression coefficients in this table were evaluated using two-tailed tests.

As shown in Table 23, hypothesis 6 was not supported. In only one panel and for one trait (Panel 4, conscientiousness) was the product interaction term significant and in the hypothesized direction. Results of the MMR analysis for conscientiousness in Panel 4 suggested that the relationship between conscientiousness elevation scores and conscientiousness Likert scores would be more positive for those with lower conscientiousness BSS than those with higher BSS scores.

Hypothesis 7 postulated that self-monitoring would be positively correlated with BSS scores. As shown, in Table 24, we found no evidence in support of hypothesis 7, and in fact most correlations between self-monitoring and BSS scores tended to be *negative*.

Table 24. Correlations among Between-Situation Scatter Scores and Self-Monitoring

Trait/Panel	N	r
Extraversion		
1	185	.03
2	229	-.05
Conscientiousness		
3	212	-.09
4	203	.01
5	197	.02
8	227	-.12
Achievement		
3	212	-.12
6	189	.07
7	194	-.01
Dutifulness		
8	227	-.08
9	194	-.09
10	181	-.14

Note. No correlations were statistically significant in the hypothesized direction ($p < .05$, one-tailed).

Evaluating the Functioning of Prototype Shape Scores

Recall that hypotheses 8 through 13 regarded the functioning of the prototype's extraversion shape scores, and hypotheses 14 through 18 regarded the functioning of the prototype's conscientiousness-related shape scores. As noted earlier, one can think of "shape" scores as a person's level of trait expression in a given situation, where each situation was defined by a particular valence \times activity type combination.

Extraversion-Related Hypotheses

Hypothesis 8 postulated that participants will report higher extraversion shape scores in social and enterprising situations than in other situations. Table 25 shows results of a within-persons t -test comparing participants' extraversion shape scores in social/enterprising situations and non-social/enterprising situations. The results indicate that hypothesis 8 was not supported. Indeed, the pattern of findings was in the opposite direction of what was hypothesized and expected based on trait activation theory (Tett & Burnett, 2003).

Table 25. Differences between Extraversion Shape Scores in Social/Enterprising Situations vs. Non-Social/Enterprising Situations

Focal Situation/Panel	N	Mean in Focal Situation	Mean in Non-Focal Situations (Realistic/Investigative)	Mean Difference
Social Situation				
1	185	2.95	3.12	-0.17
2	229	3.24	3.27	-0.03
Enterprising Situation				
1	184	2.87	3.12	-0.24
2	226	3.06	3.27	-0.21

Note. No mean differences were statistically significant in the hypothesized direction ($p < .05$, one-tailed).

One potential explanation for this unexpected result is the possibility that individuals who are low in extraversion may actually show even less extraversion in situations that cue extraversion (e.g., social/enterprising situations), relative to those where it is not as strongly cued. In other words, the former situations may lead them to exhibit behaviors that are more introverted in nature (e.g., shyness, withdrawal). To examine this possibility we performed a median split of respondents in Panels 1 and 2 on the Extraversion overall elevation score, and re-ran the analyses in Table 25 for those low in extraversion and those high in extraversion. Results of these follow-up analyses are presented in Table 26. Consistent with the explanation above, we found evidence that the differences in means were significant among those in low in extraversion, but generally non-significant among those high in extraversion. These findings suggest a new perspective on the idea that situations activate extraversion, in that for more introverted individuals, being confronted with a situation that cues extraversion may be stimulating behavior indicative of a lower standing on the trait (i.e., introverted behavior), rather than a higher standing on the trait, as traditionally believed.

Hypotheses 9 and 10 postulated that there would be a positive correlation between participants' social interests and level of extraversion expressed in social situations, and between participants' enterprising interests and level of extraversion expressed in enterprising situations, respectively. Both of these hypotheses were supported. Statistically significant positive correlations were found between participants' social interests and level of extraversion expressed in social situations in Panels 1 and 2 ($r = .13$, and $.22$, respectively), and between participants' enterprising interests and level of extraversion expressed in enterprising situations in Panels 1 and 2 ($r = .31$, and $.23$, respectively).

Hypothesis 11 postulated that participants would report higher extraversion shape scores in pleasant as opposed to unpleasant situations. A within-persons t -test was used to evaluate this hypothesis and revealed that participants' did indeed exhibit significantly higher levels of extraversion in pleasant situations ($M = 3.39$) compared to unpleasant situations ($M = 2.64$).

Table 26. Differences between Extraversion Shape Scores in Social/Enterprising Situations vs. Non-Social/Enterprising Situations for Low and High Extraversion Respondents

Focal Situation/Panel	Extraversion Split	N	Mean in Focal Situation	Mean in Non-Focal Situations (Realistic/Investigative)	Mean Difference
Social Situation					
1	Low	92	2.49	2.74	-0.26
1	High	92	3.42	3.49	-0.07
2	Low	114	2.63	2.78	-0.16
2	High	114	3.84	3.76	0.08
Enterprising Situation					
1	Low	92	2.37	2.74	-0.37
1	High	91	3.38	3.49	-0.11
2	Low	114	2.49	2.78	-0.29
2	High	112	3.65	3.76	-0.11

Note. Bolded mean differences are statistically significant ($p < .05$, two-tailed).

Hypotheses 12 postulated that high self-monitors would be expected to exhibit greater differences in their behavior across situations relative to low self-monitors. To evaluate this hypotheses, we first calculated the difference between participants' extraversion shape score in social/enterprising situations and in the non-social/enterprising situations examined in Panels 1 and 2 (i.e., realistic and investigative situations). We then correlated these differences with the participants' self-monitoring scores. Consistent with Hypothesis 12, significant positive correlations were found between differences in the expression of extraversion and self-monitoring scores in Panels 1 and 2 ($r = .19$, and $.14$, respectively).

Hypothesis 13 postulated that highly interpersonally adaptive participants would be expected to exhibit greater differences in their behavior across situations relative to those lower on interpersonal adaptability. To evaluate this hypothesis, we first calculated the difference between participants' extraversion shape component score in social/enterprising situations, and in non-social/enterprising situations examined in Panels 1 and 2 (i.e., realistic and investigative situations). We then correlated these differences with the participants' interpersonal adaptability scores. Consistent with Hypothesis 13, and findings for Hypothesis 12 significant positive correlations were found between differences in the expression of extraversion and interpersonal adaptability scores in Panels 1 and 2 ($r = .13$ in both panels).

Conscientiousness-Related Hypotheses

Hypothesis 14 postulated that participants' conscientiousness, achievement-striving, and dutifulness shape scores would be positively related to their level of interest in the situation underlying a given shape score. To evaluate this hypothesis, we calculated correlations between participants' level of trait expression in each situation characterized by a given RIASEC interest dimension (activity type) and participants' level of interest in that RIASEC interest dimension. Results of these analyses are presented in Table 27.

Table 27. Correlations between Level of Trait Expression in Situations Characterized by Different RIASEC Dimensions and Participants' Interest in the Given Dimension

Trait/Panel	N	Situation Activity Type/Interest Dimension				
		R	I	S	E	C
Conscientiousness						
3	209-212	.25	.10			
4	196-203	.11	.12	.23	.25	.16
5	190-197	.09	.00	.28	.22	.14
8	226-227	.16	.18			
<i>Average</i>		<i>.15</i>	<i>.10</i>	<i>.25</i>	<i>.24</i>	<i>.15</i>
Achievement						
3	210-212	.19	.06			
6	185-188	.10	.18	.34	.20	.34
7	189-194	.17	.28	.28	.15	.17
<i>Average</i>		<i>.15</i>	<i>.17</i>	<i>.31</i>	<i>.17</i>	<i>.25</i>
Dutifulness						
8	225-227	.08	.10			
9	190-194	.14	.06	.23	.17	.29
10	177-181	.17	-.01	.20	.21	.08
<i>Average</i>		<i>.13</i>	<i>.05</i>	<i>.22</i>	<i>.19</i>	<i>.18</i>

Note. R = Realistic. I = Investigative. S = Social. E = Enterprising. C = Conventional. Bolded correlations are statistically significant ($p < .05$, one-tailed).

As shown in Table 27, hypothesis 14 was partially supported, with 28 of the 38 correlations examined being positive and statistically significant. Interest-trait expression relations appeared to be strongest in social situations, and weakest in investigative situations. Indeed, Hypothesis 14 received no support with regard to relations between investigative interests and dutifulness in investigative situations. Overall, the findings presented in Table 27 are consistent with the notion that a person's level of interest in a given situation is related to expression of motivation-related traits in those situations.

To further evaluate the link between trait expression and interests, hypothesis 15 postulated that participants' conscientiousness, achievement-striving, and dutifulness shape score profiles (across situations) will be positively related to their interest profiles (across situations).

To evaluate this hypothesis we calculated the correlation between each person's vector of interest scores and that person's vector of trait elevation scores for situations corresponding to each interest dimension. For instance, in Panel 6 each person had a realistic, investigative, social, enterprising, and conventional interest score, and also had a set of trait elevation scores that summarized their level of achievement-striving in realistic, investigative, social, enterprising, and conventional situations. Table 28 summarizes the results of these analyses.

Table 28. Mean and Standard Deviation of Within-Person Correlations between Participants' Levels of Trait Expression in Situations and their Levels of Interest in those Situations

Trait/Panel	N	Mean	SD	% > 0
Conscientiousness				
4	203	.30	.45	73.40%
5	197	.31	.44	76.65%
Achievement				
6	190	.34	.42	79.47%
7	194	.33	.42	79.90%
Dutifulness				
9	193	.34	.43	79.79%
10	180	.25	.42	70.00%

Note. The % > 0 column indicates the number of individuals whose trait expression profile was positively correlated with their interest profile. These percentages were compared to 50% (i.e., what would be expected if there was no relationship between trait expression and interest profiles) using a *z*-test for proportions and all were found to be significantly greater than 50% ($p < .05$, one-tailed).

As shown in Table 28, hypothesis 15 was generally supported with most correlations falling in the .30 range on average, and within-person correlations being positive for 75% (conscientiousness), 80% (achievement), and 75% (dutifulness) of participants, respectively.

Hypothesis 16 postulated that participants' level of conscientiousness would be (a) higher in difficult situations than in easy situations, and (b) higher in urgent situations than in neutral situations. Table 29 shows results of within-persons *t*-tests comparing participants' conscientiousness, achievement, and dutifulness shape scores in social and enterprising situations to their extraversion shape scores in non-social/enterprising situations. As Table 29 reveals, hypothesis 16 was not supported. Indeed, the pattern of findings was in the opposite direction of what was hypothesized.

One potential explanation for this unexpected result is the possibility that individuals who are low on conscientiousness-related traits may actually show even less of those traits in situations that cue them (e.g., urgent and difficult situations) out of fear or failure, relative to those situations where they are not as strongly cued or there is less pressure to perform (e.g., neutral and easy situations). To examine this possibility, we performed a median split of participants on the conscientiousness, achievement, and dutifulness overall elevation scores, and re-ran the analyses in Table 29 for participants low on the conscientiousness-related traits and those high on those traits. Results of these follow-up analyses are presented in Table 30. Somewhat consistent with the explanation above, we found evidence that the differences in means were larger among participants low on conscientiousness-related trait relative to participants high on conscientiousness-related traits. Nevertheless, for both types of participants, the differences in trait expression between urgent/difficult and neural/easy situations were statistically significant, and in the opposite direction of what was hypothesized.

Table 29. *Differences between Conscientiousness-Related Shape Scores in Urgent/Difficult Situations vs. Neutral/Easy Situations*

Trait/Panel	N	Focal Situation	Non-Focal Situation	Mean in Focal Situation	Mean in Non-Focal Situation	Mean Difference
Conscientiousness						
4	203	Urgent	Neutral	3.26	3.81	-0.55
5	196	Difficult	Easy	3.70	3.98	-0.29
Achievement						
6	189	Urgent	Neutral	3.21	3.66	-0.45
7	193	Difficult	Easy	3.51	3.68	-0.17
Dutifulness						
9	194	Urgent	Neutral	3.44	3.86	-0.42
10	181	Difficult	Easy	3.73	3.92	-0.18

Note. No correlations were statistically significant in the hypothesized direction ($p < .05$, one-tailed).

Table 30. *Differences between Conscientiousness-Related Shape Scores in Urgent/Difficult Situations vs. Neutral/Easy Situations for Low and High Trait Respondents*

Trait/Panel	Trait Split	N	Focal Situation	Non-Focal Situation	Mean in Focal Situation	Mean in Non-Focal Situation	Mean Difference
Conscientiousness							
4	Low	101	Urgent	Neutral	2.59	3.47	-0.89
4	High	101	Urgent	Neutral	3.93	4.15	-0.22
5	Low	97	Difficult	Easy	3.17	3.53	-0.36
5	High	98	Difficult	Easy	4.22	4.44	-0.22
Achievement							
6	Low	94	Urgent	Neutral	2.56	3.21	-0.65
6	High	94	Urgent	Neutral	3.86	4.10	-0.24
7	Low	96	Difficult	Easy	2.88	3.13	-0.25
7	High	97	Difficult	Easy	4.14	4.23	-0.09
Dutifulness							
9	Low	97	Urgent	Neutral	2.92	3.39	-0.47
9	High	97	Urgent	Neutral	3.96	4.32	-0.37
10	Low	89	Difficult	Easy	3.21	3.46	-0.25
10	High	90	Difficult	Easy	4.25	4.37	-0.11

Note. Bolded mean differences are statistically significant ($p < .05$, two-tailed).

Another possible explanation for these findings is that the urgent/difficult situations were so strongly worded, that they served to constrain the level of conscientiousness-related behavior persons could possibly exhibit. Although we felt like this explanation was less likely as the

means for conscientiousness-related trait expression in urgent/difficult were still above the midpoint of the scale for participants in general.

The last two hypotheses, 17 and 18, postulated that positive correlations would exist between (a) participants' need for cognition and their level of conscientiousness-related trait expression (conscientiousness, achievement, dutifulness) in investigative situations, and (b) participants' self-monitoring and their level of conscientiousness-related trait expression in situations involving others (e.g., group, social, enterprising situations). Table 31 presents the results of the correlational analyses. With the exceptions of the conscientiousness-need for cognition relationship in Panel 5, and the dutifulness-self-monitoring relationship in Panel 8, consistent support was found for hypotheses 17 and 18.

Table 31. Correlations between Participants' Conscientiousness-Related Shape Scores and Need for Cognition in Investigative Situations and Self-Monitoring in Situations Involving Others

Trait/Panel	Investigative Situations		Situations Involving Others	
	N	Need for Cognition	N	Self-Monitoring
Conscientiousness				
3	212	.35	210	.31
4	196	.17	203	.32
5	194	.10	197	.26
8	227	.32	226	.30
Achievement				
3	212	.35	211	.30
6	188	.28	188	.27
7	193	.31	194	.31
Dutifulness				
8	227	.22	226	.07
9	192	.27	194	.40
10	178	.21	181	.24

Note. Bolded correlations are statistically significant in the hypothesized direction ($p < .05$, one-tailed).

Summary of Findings and Hypotheses

In light of the analyses above, several conclusions can be drawn. First, as expected, true score variance trait expression was found to be a function of not only stable person main effects, but also person \times situation type, person \times activity type, person \times situation \times activity type interaction effects. The latter effects are typically masked by traditional, context-free measures of personality, and as such, the primary reason behind constructing the prototype measure was supported. Second, the prototype measure produced four types of scores for each trait: (a) overall trait elevation, (b) within-situation scatter, (b) between-situation scatter, and (d) shape scores (i.e., situation-activity type specific trait elevation scores). Analyses revealed that all of these scores exhibited reasonable distributions (means, and sufficient levels of variance), and for the

most part acceptable levels of internal consistency reliability. The potential exception was the relatively modest levels of reliability were found for overall extraversion elevation scores (mean expected reliability = .58) and extraversion shape scores (mean expected reliability = .54).

With regard to the hypotheses, findings were mixed. Twelve of the eighteen hypotheses were supported, and six received little or no support (see Table 32 for a summary). Interestingly, the extent to which hypotheses were supported varied by component of trait expression examined. As shown in Table 32, all three of the hypotheses regarding the functioning of overall trait elevation scores were supported. Similarly, nine of the eleven hypotheses regarding the functioning of shape scores (i.e., situation-specific trait elevation scores) were supported. In contrast, *none* of the four hypotheses regarding within- or between-situation scatter scores were supported.

Table 32. Summary of Findings for Study Hypotheses

Component	Hypothesis	Findings
Elevation	H1: Overall elevation scores for all four traits will exhibit evidence of convergent and discriminant validity with established generalized, context-free measures of extraversion, conscientiousness, achievement-striving and dutifulness.	Supported
	H2(a,b): Overall extraversion elevation will correlate positively with (a) social interests and (b) enterprising interests.	Supported
	H3(a-c): Overall conscientiousness elevation will correlate positively with (a) conventional interests, (b) need for cognition (NFC), and (c) conservatism.	Supported (mixed for conventional interests)
Within-situation scatter	H4: Within-situation scatter will moderate relationships between overall trait elevation scores and external constructs. Specifically, high within-situation scatter will coincide with weaker relationships between overall trait elevation scores and external constructs.	Not Supported
	H5(a,b): Within-situation scatter for any trait or facet will correlate negatively with (a) adjustment and (b) conservatism.	Not Supported
Between-situation scatter	H6: Between-situation scatter will moderate relationships between overall trait elevation scores and external constructs. Specifically, high between-situation scatter will coincide with weaker relationships between overall trait elevation scores and external constructs.	Not Supported
	H7: Between-situation scatter for any trait or facet will correlate positively with self-monitoring (SM).	Not Supported
Shape	H8: Participants' extraversion shape scores will be higher in social/enterprising situations than in non-social/enterprising situations.	Not Supported
	H9: Extraversion shape scores will correlate positively with social interests in social situations.	Supported
	H10: Extraversion shape scores will correlate positively with enterprising interests in enterprising situations.	Supported

Table 32. *Hypotheses Regarding Components of Trait Expression (continued)*

Component	Hypothesis	Findings
Shape	H11: Participants' extraversion shape scores will be higher in pleasant than in unpleasant situations.	Supported
	H12: The difference between participants' extraversion shape scores in social/enterprising situations vs. non-social/enterprising situations will correlate positively with their self-monitoring.	Supported
	H13: The difference between participants' extraversion shape scores in social/enterprising situations vs. non-social/enterprising situations will correlate positively with their interpersonal adaptability.	Supported
	H14: Participants' conscientiousness, achievement-striving, and dutifulness shape scores will correlate positively with their level of interest in the situations corresponding to those shape scores.	Supported
	H15: Participants' conscientiousness, achievement-striving, and dutifulness shape score profiles across situations will correlate positively (within-persons) with their interest profiles across those situations.	Supported
	H16(a,b): Participants' conscientiousness, achievement-striving, and dutifulness shape scores will be (a) higher in difficult situations than in easy situations, and (b) higher in urgent situations than in neutral situations.	Not Supported
	H17: Conscientiousness, achievement-striving, and dutifulness shape scores will correlate positively with need for cognition (NFC) in investigative situations.	Supported
	H18: Conscientiousness, achievement-striving, and dutifulness shape scores will correlate positively with self-monitoring in situations involving others.	Supported

Discussion

Psychological science has moved beyond the person—situation debate, recognizing that behavior is driven by both stable individual attributes and situational demands (Funder, 2009). Despite this, most personality measures still rely on one parameter to derive scores for individuals; that is, elevation, or average level across situations and over time. The purpose of the present research was to address this disparity with the development and validation of a measure of personality elevation and cross-situational and temporal stability that can be administered in a single administration. Single-administration procedures are important from a practical perspective, in that they are far less resource/time intensive than experience sampling methods for research participants, and pretty much a necessity for operational applications such as recruiting and selection of organizational employees.

A prototype measure was developed based on previous research on situational demands (Fleeson, 2007a; Magnusson, 1981; Sherman et al., 2010), frame-of-reference-based personality measures (Bing et al., 2004; Lievens et al., 2008), and frequency-based personality measures (Edwards & Woehr, 2007; Fleisher et al., 2011). The measure requires individuals to retrospectively report the frequency in which they performed trait-relevant behaviors in

situations based in the RIASEC interest taxonomy. By having participants report frequencies, it is possible to calculate within-person variability across situations and within situations over time.

To evaluate the functioning of the prototype measure, data were collected from 2,225 participants using Amazon's Mechanical Turk. Overall, analyses of the data reflected positively on the new measure. First, even though only four items were administered per trait-situation combination, reliability was acceptable for all traits except extraversion. In other words, true score variance was high relative to error variance. However, only about 40% of true score variance, on average, was attributable to a situationally stable person main effects whereas about 60%, on average, was attributable to person \times situation interactions. This finding suggests that the prototype measure provides utility beyond traditional measures of personality, which mask person \times situation interaction effects by implicitly asking participants to average their behavior across situations.

We also evaluated the convergent validity of trait elevation provided by the prototype measure by correlating elevation scores with traditional personality measures and with conceptually and empirically related constructs. On average, prototype trait elevation scores correlated with their corresponding IPIP Likert scale scores at .49 (.60 corrected for attenuation due to measurement error). This suggests that trait scores provided by traditional, Likert-type measures contain idiosyncratic variance that cannot be explained by trait elevation scores from the prototype measure or measurement error. However, note that the prototype measure consists of four items per trait for each situation, and these items were purposefully chosen to represent a broad conceptualization of each construct (e.g., four facets of conscientiousness; four facets of extraversion). Despite this, the Likert-type measures necessarily capture a broader domain of each construct because they include more items assessing each facet of each construct (i.e., ten items per construct). Thus, it is likely that the non-shared variance between the measures reflects construct-relevant variance, but may also reflect method effects. Future research should examine the nature of this unexplained variance.

Trait elevation from the prototype measure also related to other constructs as expected, providing evidence of convergent validity. Extraversion elevation correlated significantly and positively with social and enterprising interests in both panels where this hypothesis was tested. Also, the magnitude of these relationships was similar to correlations between Likert-type extraversion and interests. Similarly, conscientiousness elevation provided by the prototype measure significantly and positively correlated with conservatism and need for cognition in most panels in which these variables were measured, as hypothesized. The magnitude of these relationships was also similar to correlations of Likert-type conscientiousness with conservatism and need for cognition. However, conscientiousness did not consistently correlate significantly with conventional interests for the prototype or Likert-type measures. Results also revealed evidence of common method variance in conscientious scores, but this finding could be due to purposeful differences between the prototype measure and Likert-type counterparts; that is, the prototype measure explicitly considers situations. Additionally, elevation scores of achievement-striving and dutifulness provided by the prototype measure related to external constructs in similar patterns as Likert-type measures of these traits and the same external constructs. Overall, the pattern of relationships between trait elevation scores of the prototype measure and external constructs provides evidence of convergent validity.

Hypotheses regarding within-situation scatter (WSS) were not supported. However, WSS could be reliably assessed (i.e., participants tended to be consistent in terms of their within-situation scatter for items reflecting the same trait). Additionally, WSS systematically varied with Likert-type trait scores. Participants who were more conscientiousness, achievement oriented, and dutiful demonstrated less variability in their expression of these traits over time within situations. One explanation for this finding could be that individuals with high or low trait elevation demonstrate less variability because extreme scores are at the floor or ceiling of the scale (Baird, Le, & Lucas, 2006). However, the fact that most WSS scores tended to be negatively related to Likert-type trait scores after controlling for trait elevation suggests that the relationship is not spurious. Further, if WSS was simply transient error (Schmidt et al., 2003), then WSS should have attenuated observed relationships between trait elevation and Likert-type trait scores. No evidence of attenuation was found.

Hypotheses involving between-situation scatter (BSS) were not supported. BSS did not consistently moderate relationships between trait elevation and external constructs, and BSS did not correlate positively with self-monitoring (SM). However, BSS scores could be reliably assessed (i.e., individuals demonstrated similar levels of variability across situations for different items measuring the same trait). Despite this evidence of reliability, in general BSS did not vary systematically or meaningfully with other variables. Thus, we did not find evidence of validity for cross-situational variability operationalized as BSS with the prototype measure. However, if BSS was simply random measurement error, then we would expect it to attenuate relationships between trait elevation and external constructs. This was only found in one of twelve moderated multiple regression analyses. Future research should re-examine the reliability and potential validity of BSS.

Counter to trait activation theory (TAT; Tett & Burnett, 2003), participants reported lower extraversion in social and enterprising situations than in realistic and investigative situations. We believe this might be explained by relatively introverted individuals behaving more introverted when encountered with situations calling for extraversion (e.g., social settings). Consistent with this explanation, participants low in extraversion reported significantly lower extraversion in social and enterprising situations relative to other situations, whereas participants high in extraversion reported equivalent (not significantly different) levels of extraversion in social and enterprising situations relative to other situations.

Consistent with our hypotheses, positive correlations were found between participants' social interests and level of extraversion expressed in social situations, and between participants' enterprising interests and level of extraversion expressed in enterprising situations. The finding that individuals with greater social and enterprising interests reported higher extraversion in situations reflecting these interests provides evidence for the validity of the extraversion shape component of the prototype measure. Consistent with previous research (Fleeson, 2007a), participants' also reported higher levels of extraversion in pleasant situations than in unpleasant situations.

High self-monitors adjust the expression of their behavior to fit situations (Day & Schleicher, 2006). Because we expect social and enterprising situations to cue extraverted behavior, we

hypothesized that high self-monitors would adjust their behavior (extraversion) to a greater extent in social and enterprising situations than low self-monitors. Consistent with this hypothesis, individuals higher in self-monitoring did indeed report increased extraversion to a greater extent than low self-monitors in these situations. Further, similar results to that of self-monitoring were found for interpersonal adaptability. Together, these findings provide supportive evidence that the extraversion shape component varies systematically and meaningfully with external constructs.

Similar to findings for extraversion shape component scores, participants' conscientiousness, achievement-striving, and dutifulness shape scores were positively related to their level of interest in the situation underlying a given shape score in most instances. One notable exception was dutifulness in investigative situations. Interest-trait expression correlations were strongest in social situations, followed by enterprising, conventional, and realistic, and weakest in investigative situations. Perhaps social situations allow for interests to play a greater role in the expression of behavior than other situations. Conversely, it is possible that investigative situations call for certain behaviors regardless of interests. Future research should examine these relationships in greater detail. For example, trait expression could be observed and reported by others in different types of situations, and this expression could then be correlated with self-reported interests of the target individual.

We also examined within-person correlations between participants' expression of conscientiousness, achievement, and dutifulness in situations with their interest in those situations. These correlations were moderate (about .31, on average), and most were positive (about 77%). This finding supports the hypothesis that interests are related to the expression of motivation-laden traits in situations germane to those interests.

Contrary to our hypotheses and previous research (Fleeson, 2007a; Minbashian et al., 2010), participants' level of conscientiousness was lower in difficult situations than in easy situations, and lower in urgent situations than in neutral situations. Similar to extraversion, we examined the possibility that individuals low in conscientiousness expressed lower levels of this trait in situations calling for conscientiousness, and that expression of this trait would be equal or higher in situations calling for conscientiousness than other situations for people higher in conscientiousness. Individuals lower in conscientiousness, achievement-striving, and dutifulness reported larger negative differences between expression of these traits in difficult situations than in easy situations, and in urgent situations than in neutral situations than did individuals with a higher overall standing on these traits. However, contrary to expectations, individuals higher in conscientiousness, achievement-striving, and dutifulness also reported larger negative differences between expression of these traits in difficult situations than in easy situations, and in urgent situations than in neutral situations. If difficult and urgent situations activate conscientiousness and its facets, as previous research suggests, then our findings are counter to TAT. Previous research (e.g., Fleeson, 2007a; Minbashian et al., 2010) employed longitudinal designs, whereas the prototype measure asked participants to recall past behavior. Although other research has shown that people encode, store, and recall behavioral frequencies with exceptional accuracy (Cosmides & Tooby, 1996), future research should reconcile the findings presented here with findings from longitudinal research using a mixed study design (e.g., longitudinal and cross-sectional).

As hypothesized, positive relationships were found between participants' need for cognition and their expression of conscientiousness, achievement-striving, and dutifulness in investigative situations, and participants' self-monitoring and their expression of these traits in group/social/enterprising situations. These results partially replicate findings from longitudinal research (e.g., Minbashian et al., 2010), and also provide support for the validity of the shape components of conscientiousness, achievement-striving, and dutifulness.

Closing Thoughts

Over the past several decades, the U.S. Army has invested resources into developing methods for assessing personality traits. This emphasis has arisen in part from the need to identify psychological measures that can help improve the Army's ability to identify enlisted Soldier and officer candidates who are not only likely to perform well on the job, but also complete their active duty service obligation and reenlist. Though much useful research has been conducted – and indeed has resulted in the operational implementation of measures for enlisted and ROTC screening and selection– all of these measures have assessed only one of the components of trait expression examined in this study. What has yet to be investigated is the potential for the other three components of trait expression to enhance the prediction of valued Soldier outcomes.

This study demonstrated that it is possible to design a measure that can isolate different components of trait expression that have largely been masked by traditional personality measures – and this can be done with a single test administration. These findings have the potential to help the Army improve its substantial work in the area of non-cognitive assessment (e.g., AIM, TAPAS, CBEF) by offering an approach to more richly and thoroughly measure between-person differences in the traits assessed by the Army in the past. Our recommendation is that the Army begin revisiting some of the non-cognitive constructs it has found to be of potential value in the past, and evaluate whether using measures of such constructs that provide richer information regarding the contingency of their expression on situational features (e.g., akin to the prototype examined here) can improve prediction of valued enlisted and officer outcomes – such as performance, attrition, and retention.

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Appendix A: MTurk Prototype Survey Content

Section 1 of 7

First, please respond to the following demographic questions.

1. What is your age?

2. What is your current employment status?

- I have a part-time job outside of MTurk
- I have a full-time job outside of MTurk
- I currently have no job beyond the work I do on MTurk

If you have a part-time or full-time job outside of MTurk, answer questions 3, 4, and 5, else please skip to question 6.

3. Which of the following occupation groups best describes your current job?

Agriculture, Forestry, Fishing, Hunting, and Natural Resources ▾

If you selected “other” above, please type your occupation below.

4. What is your current job title?

5. How long have you been employed in your current job?

Years Months

6. What is your gender?

- Male
- Female

7. Which of the following best describes your highest achieved education level?

Some High School ▾

8. What is your race/ethnicity? (Check all that apply)

- American Indian or Alaska Native
- Asian
- Black or African American
- Hispanic
- Native Hawaiian or Other Pacific Islander
- White
- Prefer Not to Answer

Section 2 of 7

This section asks you about several different types of situations you may have encountered over the past six months. Your task is to respond to questions regarding your behavior in those situations. Here’s an example of how you’ll complete questions in this section:

First you will read a behavior, such as: "I worked hard".

Then, you will read a description of a type of situation such as: "Situations over the past six months when you studied or learned something new."

Next, you will enter three percentages which describe the amount of time over the past six months the behavior ("I worked hard") described you during the given type of situation ("situations over the past six months when you studied or learned something new").

For example, if "I worked hard" never described your behavior during "situations over the past six months when you studied or learned something new," then you would enter:

100% Not descriptive of me
0% Somewhat descriptive of me
0% Very descriptive of me
 N/A

If, however, "I worked hard" did not describe your behavior 10% of the time, somewhat described your behavior 30% of the time, and very much described your behavior 60% of the time during these situations, then your responses would look like:

10% Not descriptive of me
30% Somewhat descriptive of me
60% Very descriptive of me
____ N/A

The three percentages you enter must always add up to 100%.

Alternatively, if there were NO "situations over the past six months when you studied or learned something new," then you would simply check N/A and not enter any percentages:

____ % Not descriptive of me
____ % Somewhat descriptive of me
____ % Very descriptive of me
X N/A

Once you provide three percentages or check N/A for a given type of situation, you will be presented with other types of situations (such as, "situations over the past six months when you tried to influence others") and repeat this rating process for the same behavior ("I worked hard").

Once you finish rating the first behavior for each type of situation, you will be asked to make ratings for a small set of other behaviors (such as, "I tried to outdo others") for each type of situation.

Panel 1

Behavior: I took charge

Situations: Enjoyable situations

1. Indicate how descriptive " I took charge " was of you in the following enjoyable situations. Situations over the past six months when you enjoyed interacting with others . Examples might include situations in which you found the following activities enjoyable: talking with others; teaching; providing guidance; or helping people.	<input type="checkbox"/> % Not descriptive of me <input type="checkbox"/> % Somewhat descriptive of me <input type="checkbox"/> % Very descriptive of me <input checked="" type="checkbox"/> N/A
2. Indicate how descriptive " I took charge " was of you in the following enjoyable situations. Situations over the past six months when you enjoyed trying to influence others . Examples might include situations in which you found the following activities enjoyable: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.	<input type="checkbox"/> % Not descriptive of me <input type="checkbox"/> % Somewhat descriptive of me <input type="checkbox"/> % Very descriptive of me <input checked="" type="checkbox"/> N/A
3. Indicate how descriptive " I took charge " was of you in the following enjoyable situations. Situations over the past six months when you enjoyed studying or learning something new . Examples might include situations in which you found the following activities enjoyable: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.	<input type="checkbox"/> % Not descriptive of me <input type="checkbox"/> % Somewhat descriptive of me <input type="checkbox"/> % Very descriptive of me <input checked="" type="checkbox"/> N/A
4. Indicate how descriptive " I took charge " was of you in the following enjoyable situations. Situations over the past six months when you enjoyed physical labor or exercise . Examples might include situations in which you found the following activities enjoyable: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.	<input type="checkbox"/> % Not descriptive of me <input type="checkbox"/> % Somewhat descriptive of me <input type="checkbox"/> % Very descriptive of me <input checked="" type="checkbox"/> N/A

Behavior: I took charge

Situations: Unpleasant situations

5. Indicate how descriptive " I took charge " was of you in the following unpleasant situations.
--

Situations over the past six months when you did not enjoy **interacting with others**. Examples might include situations in which you found the following activities unpleasant: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

6. Indicate how descriptive "**I took charge**" was of you in the following **unpleasant** situations.

Situations over the past six months when you did not enjoy **trying to influence others**. Examples might include situations in which you found the following activities unpleasant: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

7. Indicate how descriptive "**I took charge**" was of you in the following **unpleasant** situations.

Situations over the past six months when you did not enjoy **studying or learning something new**. Examples might include situations in which you found the following activities unpleasant: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

8. Indicate how descriptive "**I took charge**" was of you in the following **unpleasant** situations.

Situations over the past six months when you did not enjoy **physical labor or exercise**. Examples might include situations in which you found the following activities unpleasant: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I was extraverted **Situations: Enjoyable situations**

9. Indicate how descriptive "**I was extraverted**" was of you in the following **enjoyable** situations.

Situations over the past six months when you enjoyed **interacting with others**. Examples might include situations in which you found the following activities enjoyable: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

10. Indicate how descriptive "**I was extraverted**" was of you in the following **enjoyable** situations.

Situations over the past six months when you enjoyed **trying to influence others**. Examples might include situations in which you found the following activities enjoyable: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

11. Indicate how descriptive "**I was extraverted**" was of you in the following **enjoyable** situations.

Situations over the past six months when you enjoyed **studying or learning something new**. Examples might include situations in which you found the following activities enjoyable: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

12. Indicate how descriptive "**I was extraverted**" was of you in the following **enjoyable** situations.

Situations over the past six months when you enjoyed **physical labor or exercise**. Examples might include situations in which you found the following activities enjoyable: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

Behavior: I was extraverted

Situations: Unpleasant situations

13. Indicate how descriptive "**I was extraverted**" was of you in the following **unpleasant** situations.

Situations over the past six months when you did not enjoy **interacting with others**. Examples might include situations in which you found the following activities unpleasant: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

14. Indicate how descriptive "**I was extraverted**" was of you in the following **unpleasant** situations.

Situations over the past six months when you did not enjoy **trying to influence others**. Examples might include situations in which you found the following activities unpleasant: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

15. Indicate how descriptive "**I was extraverted**" was of you in the following **unpleasant** situations.

Situations over the past six months when you did not enjoy **studying or learning something new**. Examples might include situations in which you found the following activities unpleasant: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

16. Indicate how descriptive "**I was extraverted**" was of you in the following **unpleasant** situations.

Situations over the past six months when you did not enjoy **physical labor or exercise**. Examples might include situations in which you found the following activities unpleasant: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

Behavior: I felt awkward

Situations: Enjoyable situations

17. Indicate how descriptive "**I felt awkward**" was of you in the following **enjoyable** situations.

Situations over the past six months when you enjoyed **interacting with others**. Examples might include situations in which you found the following activities enjoyable: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

18. Indicate how descriptive "**I felt awkward**" was of you in the following **enjoyable** situations.

Situations over the past six months when you enjoyed **trying to influence others**. Examples might include situations in which you found the following activities enjoyable: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/> % Not descriptive of me
--

<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

19. Indicate how descriptive "**I felt awkward**" was of you in the following **enjoyable** situations.
 Situations over the past six months when you enjoyed **studying or learning something new**. Examples might include situations in which you found the following activities enjoyable: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

20. Indicate how descriptive "**I felt awkward**" was of you in the following **enjoyable** situations.
 Situations over the past six months when you enjoyed **physical labor or exercise**. Examples might include situations in which you found the following activities enjoyable: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I felt awkward
Situations: Unpleasant situations

21. Indicate how descriptive "**I felt awkward**" was of you in the following **unpleasant** situations.
 Situations over the past six months when you did not enjoy **interacting with others**. Examples might include situations in which you found the following activities unpleasant: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

22. Indicate how descriptive "**I felt awkward**" was of you in the following **unpleasant** situations.
 Situations over the past six months when you did not enjoy **trying to influence others**. Examples might include situations in which you found the following activities unpleasant: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

23. Indicate how descriptive "**I felt awkward**" was of you in the following **unpleasant** situations.
 Situations over the past six months when you did not enjoy **studying or learning something new**. Examples might include situations in which you found the following activities unpleasant: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

24. Indicate how descriptive "**I felt awkward**" was of you in the following **unpleasant** situations.
 Situations over the past six months when you did not enjoy **physical labor or exercise**. Examples might include situations in which you found the following activities unpleasant: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I was never at a loss for words
Situations: Enjoyable situations

25. Indicate how descriptive "**I was never at a loss for words**" was of you in the following **enjoyable** situations.
 Situations over the past six months when you enjoyed **interacting with others**. Examples might include situations in which you found the following activities enjoyable: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

26. Indicate how descriptive "**I was never at a loss for words**" was of you in the following **enjoyable** situations.
 Situations over the past six months when you enjoyed **trying to influence others**. Examples might include situations in which you found the following activities enjoyable: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

27. Indicate how descriptive "**I was never at a loss for words**" was of you in the following **enjoyable** situations.
 Situations over the past six months when you enjoyed **studying or learning something new**. Examples might include situations in which you found the following activities enjoyable: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

28. Indicate how descriptive "**I was never at a loss for words**" was of you in the following **enjoyable** situations.
 Situations over the past six months when you enjoyed **physical labor or exercise**. Examples might include situations in which you found the following activities enjoyable: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

Behavior: I was never at a loss for words **Situations: Unpleasant situations**

29. Indicate how descriptive "**I was never at a loss for words**" was of you in the following **unpleasant** situations.
 Situations over the past six months when you did not enjoy **interacting with others**. Examples might include situations in which you found the following activities unpleasant: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

30. Indicate how descriptive "**I was never at a loss for words**" was of you in the following **unpleasant** situations.
 Situations over the past six months when you did not enjoy **trying to influence others**. Examples might include situations in which you found the following activities unpleasant: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

31. Indicate how descriptive "**I was never at a loss for words**" was of you in the following **unpleasant** situations.
 Situations over the past six months when you did not enjoy **studying or learning something new**. Examples might include situations in which you found the following activities unpleasant: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

32. Indicate how descriptive "**I was never at a loss for words**" was of you in the following **unpleasant** situations.

Situations over the past six months when you did not enjoy **physical labor or exercise**. Examples might include situations in which you found the following activities unpleasant: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

Panel 2

Behavior: I took charge

Situations: Neutral situations

1. Indicate how descriptive "**I took charge**" was of you in the following **neutral** situations.

Situations over the past six months when you **interacted with others**. Examples might include situations in which you were: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

2. Indicate how descriptive "**I took charge**" was of you in the following **neutral** situations.

Situations over the past six months when you **tried to influence others**. Examples might include situations in which you were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

3. Indicate how descriptive "**I took charge**" was of you in the following **neutral** situations.

Situations over the past six months when you **studied or learned something new**. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

4. Indicate how descriptive "**I took charge**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in physical labor or exercise**. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

Behavior: I took charge

Situations: Urgent situations

5. Indicate how descriptive "**I took charge**" was of you in the following **urgent** situations.

Situations over the past six months when you **interacted with others** when you were in a hurry. Examples might include situations in which you had limited time and were: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

6. Indicate how descriptive "**I took charge**" was of you in the following **urgent** situations.

Situations over the past six months when you **tried to influence others** when you were in a hurry. Examples might include situations in which you had limited time and were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me

<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

7. Indicate how descriptive "**I took charge**" was of you in the following **urgent** situations.

Situations over the past six months when you **studied or learned something new** when you were in a hurry. Examples might include situations in which you had limited time and were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

8. Indicate how descriptive "**I took charge**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in physical labor or exercise** when you were in a hurry. Examples might include situations in which you had limited time and were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I was extraverted

Situations: Neutral situations

9. Indicate how descriptive "**I was extraverted**" was of you in the following **neutral** situations.

Situations over the past six months when you **interacted with others**. Examples might include situations in which you were: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

10. Indicate how descriptive "**I was extraverted**" was of you in the following **neutral** situations.

Situations over the past six months when you **tried to influence others**. Examples might include situations in which you were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

11. Indicate how descriptive "**I was extraverted**" was of you in the following **neutral** situations.

Situations over the past six months when you **studied or learned something new**. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

12. Indicate how descriptive "**I was extraverted**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in physical labor or exercise**. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I was extraverted

Situations: Urgent situations

13. Indicate how descriptive "**I was extraverted**" was of you in the following **urgent** situations.

Situations over the past six months when you **interacted with others** when you were in a hurry. Examples might include situations in which you had limited time and were: talking with others; teaching; providing guidance; or

helping people.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

14. Indicate how descriptive "**I was extraverted**" was of you in the following **urgent** situations.

Situations over the past six months when you **tried to influence others** when you were in a hurry. Examples might include situations in which you had limited time and were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

15. Indicate how descriptive "**I was extraverted**" was of you in the following **urgent** situations.

Situations over the past six months when you **studied or learned something new** when you were in a hurry. Examples might include situations in which you had limited time and were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

16. Indicate how descriptive "**I was extraverted**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in physical labor or exercise** when you were in a hurry. Examples might include situations in which you had limited time and were: building, assembling, repairing, or installing something; playing a sport; exercising, or doing yard work or housework.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

Behavior: I felt awkward

Situations: Neutral situations

17. Indicate how descriptive "**I felt awkward**" was of you in the following **neutral** situations.

Situations over the past six months when you **interacted with others**. Examples might include situations in which you were: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

18. Indicate how descriptive "**I felt awkward**" was of you in the following **neutral** situations.

Situations over the past six months when you **tried to influence others**. Examples might include situations in which you were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

19. Indicate how descriptive "**I felt awkward**" was of you in the following **neutral** situations.

Situations over the past six months when you **studied or learned something new**. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

20. Indicate how descriptive "**I felt awkward**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in physical labor or exercise**. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

--

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I felt awkward

Situations: Urgent situations

21. Indicate how descriptive "**I felt awkward**" was of you in the following **urgent** situations.

Situations over the past six months when you **interacted with others** when you were in a hurry. Examples might include situations in which you had limited time and were: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

22. Indicate how descriptive "**I felt awkward**" was of you in the following **urgent** situations.

Situations over the past six months when you **tried to influence others** when you were in a hurry. Examples might include situations in which you had limited time and were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

23. Indicate how descriptive "**I felt awkward**" was of you in the following **urgent** situations.

Situations over the past six months when you **studied or learned something new** when you were in a hurry. Examples might include situations in which you had limited time and were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

24. Indicate how descriptive "**I felt awkward**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in physical labor or exercise** when you were in a hurry. Examples might include situations in which you had limited time and were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I was never at a loss for words

Situations: Neutral situations

25. Indicate how descriptive "**I was never at a loss for words**" was of you in the following **neutral** situations.

Situations over the past six months when you **interacted with others**. Examples might include situations in which you were: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

26. Indicate how descriptive "**I was never at a loss for words**" was of you in the following **neutral** situations.

Situations over the past six months when you **tried to influence others**. Examples might include situations in which you were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

27. Indicate how descriptive "**I was never at a loss for words**" was of you in the following **neutral** situations.

Situations over the past six months when you **studied or learned something new**. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

28. Indicate how descriptive "**I was never at a loss for words**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in physical labor or exercise**. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

Behavior: I was never at a loss for words

Situations: Urgent situations

29. Indicate how descriptive "**I was never at a loss for words**" was of you in the following **urgent** situations.

Situations over the past six months when you **interacted with others** when you were in a hurry. Examples might include situations in which you had limited time and were: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

30. Indicate how descriptive "**I was never at a loss for words**" was of you in the following **urgent** situations.

Situations over the past six months when you **tried to influence others** when you were in a hurry. Examples might include situations in which you had limited time and were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

31. Indicate how descriptive "**I was never at a loss for words**" was of you in the following **urgent** situations.

Situations over the past six months when you **studied or learned something new** when you were in a hurry. Examples might include situations in which you had limited time and were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

32. Indicate how descriptive "**I was never at a loss for words**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in physical labor or exercise** when you were in a hurry. Examples might include situations in which you had limited time and were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

Panel 3

Behavior: I paid attention to details

Situations: Group situations

1. Indicate how descriptive "**I paid attention to details**" was of you in the following **group** situations.

Situations over the past six months when you **studied or learned something new** with one or more other people. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books and articles; or studying or learning about a product, service, or topic with others.

<input type="checkbox"/> % Not descriptive of me
--

<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

2. Indicate how descriptive "**I paid attention to details**" was of you in the following **group** situations.

Situations over the past six months when you **engaged in physical labor or exercise** with one or more other people. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework with others.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I paid attention to details

Situations: Solitary situations

3. Indicate how descriptive "**I paid attention to details**" was of you in the following **solitary** situations.

Situations over the past six months when you **studied or learned something new** by yourself. Examples might include situations in which you were: watching a documentary; reading non-fiction books and articles; or studying or learning about a product, service, or topic by yourself.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

4. Indicate how descriptive "**I paid attention to details**" was of you in the following **solitary** situations.

Situations over the past six months when you **engaged in physical labor or exercise** by yourself. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework by yourself.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I acted according to a plan

Situations: Group situations

5. Indicate how descriptive "**I acted according to a plan**" was of you in the following **group** situations.

Situations over the past six months when you **studied or learned something new** with one or more other people. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books and articles; or studying or learning about a product, service, or topic with others.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

6. Indicate how descriptive "**I acted according to a plan**" was of you in the following **group** situations.

Situations over the past six months when you **engaged in physical labor or exercise** with one or more other people. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework with others.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I acted according to a plan

Situations: Solitary situations

7. Indicate how descriptive "**I acted according to a plan**" was of you in the following **solitary** situations.

Situations over the past six months when you **studied or learned something new** by yourself. Examples might include situations in which you were: watching a documentary; reading non-fiction books and articles; or studying or learning about a product, service, or topic by yourself.

<input type="checkbox"/>	% Not descriptive of me
--------------------------	-------------------------

<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

8. Indicate how descriptive "**I acted according to a plan**" was of you in the following **solitary** situations.

Situations over the past six months when you **engaged in physical labor or exercise** by yourself. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework by yourself.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I used my time effectively

Situations: Group situations

9. Indicate how descriptive "**I used my time effectively**" was of you in the following **group** situations.

Situations over the past six months when you **studied or learned something new** with one or more other people. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books and articles; or studying or learning about a product, service, or topic with others.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

10. Indicate how descriptive "**I used my time effectively**" was of you in the following **group** situations.

Situations over the past six months when you **engaged in physical labor or exercise** with one or more other people. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework with others.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I used my time effectively

Situations: Solitary situations

11. Indicate how descriptive "**I used my time effectively**" was of you in the following **solitary** situations.

Situations over the past six months when you **studied or learned something new** by yourself. Examples might include situations in which you were: watching a documentary; reading non-fiction books and articles; or studying or learning about a product, service, or topic by yourself.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

12. Indicate how descriptive "**I used my time effectively**" was of you in the following **solitary** situations.

Situations over the past six months when you **engaged in physical labor or exercise** by yourself. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework by yourself.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I was confident in my abilities

Situations: Group situations

13. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **group** situations.

Situations over the past six months when you **studied or learned something new** with one or more other people. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books and articles; or studying or learning about a product, service, or topic with others.

<input type="checkbox"/>	% Not descriptive of me
--------------------------	-------------------------

<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

14. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **group** situations.

Situations over the past six months when you **engaged in physical labor or exercise** with one or more other people. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework with others.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I was confident in my abilities

Situations: Solitary situations

15. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **solitary** situations.

Situations over the past six months when you **studied or learned something new** by yourself. Examples might include situations in which you were: watching a documentary; reading non-fiction books and articles; or studying or learning about a product, service, or topic by yourself.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

16. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **solitary** situations.

Situations over the past six months when you **engaged in physical labor or exercise** by yourself. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework by yourself.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I set high standards for myself

Situations: Group situations

17. Indicate how descriptive "**I set high standards for myself**" was of you in the following **group** situations.

Situations over the past six months when you **studied or learned something new** with one or more other people. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books and articles; or studying or learning about a product, service, or topic with others.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

18. Indicate how descriptive "**I set high standards for myself**" was of you in the following **group** situations.

Situations over the past six months when you **engaged in physical labor or exercise** with one or more other people. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework with others.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I set high standards for myself

Situations: Solitary situations

19. Indicate how descriptive "**I set high standards for myself**" was of you in the following **solitary** situations.

Situations over the past six months when you **studied or learned something new** by yourself. Examples might include situations in which you were: watching a documentary; reading non-fiction books and articles; or studying or learning about a product, service, or topic by yourself.

<input type="checkbox"/>	% Not descriptive of me
--------------------------	-------------------------

<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

20. Indicate how descriptive "**I set high standards for myself**" was of you in the following **solitary** situations.

Situations over the past six months when you **engaged in physical labor or exercise** by yourself. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework by yourself.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I aimed to accomplish a lot

Situations: Group situations

21. Indicate how descriptive "**I aimed to accomplish a lot**" was of you in the following **group** situations.

Situations over the past six months when you **studied or learned something new** with one or more other people. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books and articles; or studying or learning about a product, service, or topic with others.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

22. Indicate how descriptive "**I aimed to accomplish a lot**" was of you in the following **group** situations.

Situations over the past six months when you **engaged in physical labor or exercise** with one or more other people. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework with others.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I aimed to accomplish a lot

Situations: Solitary situations

23. Indicate how descriptive "**I aimed to accomplish a lot**" was of you in the following **solitary** situations.

Situations over the past six months when you **studied or learned something new** by yourself. Examples might include situations in which you were: watching a documentary; reading non-fiction books and articles; or studying or learning about a product, service, or topic by yourself.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

24. Indicate how descriptive "**I aimed to accomplish a lot**" was of you in the following **solitary** situations.

Situations over the past six months when you **engaged in physical labor or exercise** by yourself. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework by yourself.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I did more than was expected

Situations: Group situations

25. Indicate how descriptive "**I did more than was expected**" was of you in the following **group** situations.

Situations over the past six months when you **studied or learned something new** with one or more other people. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books and articles; or studying or learning about a product, service, or topic with others.

<input type="checkbox"/>	% Not descriptive of me
--------------------------	-------------------------

<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

26. Indicate how descriptive "**I did more than was expected**" was of you in the following **group** situations.

Situations over the past six months when you **engaged in physical labor or exercise** with one or more other people. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework with others.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I did more than was expected

Situations: Solitary situations

27. Indicate how descriptive "**I did more than was expected**" was of you in the following **solitary** situations.

Situations over the past six months when you **studied or learned something new** by yourself. Examples might include situations in which you were: watching a documentary; reading non-fiction books and articles; or studying or learning about a product, service, or topic by yourself.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

28. Indicate how descriptive "**I did more than was expected**" was of you in the following **solitary** situations.

Situations over the past six months when you **engaged in physical labor or exercise** by yourself. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework by yourself.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I strived to meet a goal

Situations: Group situations

29. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **group** situations.

Situations over the past six months when you **studied or learned something new** with one or more other people. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books and articles; or studying or learning about a product, service, or topic with others.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

30. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **group** situations.

Situations over the past six months when you **engaged in physical labor or exercise** with one or more other people. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework with others.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I strived to meet a goal

Situations: Solitary situations

31. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **solitary** situations.

Situations over the past six months when you **studied or learned something new** by yourself. Examples might include situations in which you were: watching a documentary; reading non-fiction books and articles; or studying or learning about a product, service, or topic by yourself.

<input type="checkbox"/>	% Not descriptive of me
--------------------------	-------------------------

<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

32. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **solitary** situations.

Situations over the past six months when you **engaged in physical labor or exercise** by yourself. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework by yourself.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Panel 4

Behavior: I paid attention to details

Situations: Easy situations

1. Indicate how descriptive "**I paid attention to details**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **interacting with others**. Examples might include situations in which you had an easy time: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

2. Indicate how descriptive "**I paid attention to details**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **trying to influence others**. Examples might include situations in which you had an easy time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

3. Indicate how descriptive "**I paid attention to details**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **engaging in clerical or math-related activities**. Examples might include situations in which you had an easy time: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

4. Indicate how descriptive "**I paid attention to details**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **studying or learning something new**. Examples might include situations in which you had an easy time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

5. Indicate how descriptive "**I paid attention to details**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **engaging in physical labor or exercise**. Examples might include situations in which you had an easy time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I paid attention to details

Situations: Difficult situations

6. Indicate how descriptive "**I paid attention to details**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time interacting with others . Examples might include situations in which you had a difficult time: talking with others; teaching; providing guidance; or helping people.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A
7. Indicate how descriptive " I paid attention to details " was of you in the following difficult situations.
Situations over the past six months when you had a difficult time trying to influence others . Examples might include situations in which you had a difficult time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A
8. Indicate how descriptive " I paid attention to details " was of you in the following difficult situations.
Situations over the past six months when you had a difficult time engaging in clerical or math-related activities . Examples might include situations in which you had a difficult time: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A
9. Indicate how descriptive " I paid attention to details " was of you in the following difficult situations.
Situations over the past six months when you had a difficult time studying or learning something new . Examples might include situations in which you had a difficult time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A
10. Indicate how descriptive " I paid attention to details " was of you in the following difficult situations.
Situations over the past six months when you had a difficult time engaging in physical labor or exercise . Examples might include situations in which you had a difficult time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

Behavior: I acted according to a plan

Situations: Easy situations

11. Indicate how descriptive " I acted according to a plan " was of you in the following easy situations.
Situations over the past six months when you had an easy time interacting with others . Examples might include situations in which you had an easy time: talking with others; teaching; providing guidance; or helping people.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A
12. Indicate how descriptive " I acted according to a plan " was of you in the following easy situations.
Situations over the past six months when you had an easy time trying to influence others . Examples might include situations in which you had an easy time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A
13. Indicate how descriptive " I acted according to a plan " was of you in the following easy situations.
Situations over the past six months when you had an easy time engaging in clerical or math-related activities . Examples might include situations in which you had an easy time: proofreading/editing something, updating records

or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

14. Indicate how descriptive "**I acted according to a plan**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **studying or learning something new**. Examples might include situations in which you had an easy time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

15. Indicate how descriptive "**I acted according to a plan**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **engaging in physical labor or exercise**. Examples might include situations in which you had an easy time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

Behavior: I acted according to a plan

Situations: Difficult situations

16. Indicate how descriptive "**I acted according to a plan**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **interacting with others**. Examples might include situations in which you had a difficult time: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

17. Indicate how descriptive "**I acted according to a plan**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **trying to influence others**. Examples might include situations in which you had a difficult time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

18. Indicate how descriptive "**I acted according to a plan**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **engaging in clerical or math-related activities**. Examples might include situations in which you had a difficult time: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

19. Indicate how descriptive "**I acted according to a plan**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **studying or learning something new**. Examples might include situations in which you had a difficult time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

20. Indicate how descriptive "**I acted according to a plan**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **engaging in physical labor or exercise**. Examples might include situations in which you had a difficult time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

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<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I used my time effectively

Situations: Easy situations

21. Indicate how descriptive "**I used my time effectively**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **interacting with others**. Examples might include situations in which you had an easy time: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

22. Indicate how descriptive "**I used my time effectively**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **trying to influence others**. Examples might include situations in which you had an easy time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

23. Indicate how descriptive "**I used my time effectively**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **engaging in clerical or math-related activities**. Examples might include situations in which you had an easy time: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

24. Indicate how descriptive "**I used my time effectively**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **studying or learning something new**. Examples might include situations in which you had an easy time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

25. Indicate how descriptive "**I used my time effectively**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **engaging in physical labor or exercise**. Examples might include situations in which you had an easy time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I used my time effectively

Situations: Difficult situations

26. Indicate how descriptive "**I used my time effectively**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **interacting with others**. Examples might include situations in which you had a difficult time: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

27. Indicate how descriptive "**I used my time effectively**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **trying to influence others**. Examples might include situations in which you had a difficult time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

28. Indicate how descriptive "**I used my time effectively**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **engaging in clerical or math-related activities**. Examples might include situations in which you had a difficult time: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

29. Indicate how descriptive "**I used my time effectively**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **studying or learning something new**. Examples might include situations in which you had a difficult time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

30. Indicate how descriptive "**I used my time effectively**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **engaging in physical labor or exercise**. Examples might include situations in which you had a difficult time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

Behavior: I was confident in my abilities

Situations: Easy situations

31. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **interacting with others**. Examples might include situations in which you had an easy time: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

32. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **trying to influence others**. Examples might include situations in which you had an easy time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

33. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **engaging in clerical or math-related activities**. Examples might include situations in which you had an easy time: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

34. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **studying or learning something new**. Examples

might include situations in which you had an easy time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

% Not descriptive of me
 % Somewhat descriptive of me
 % Very descriptive of me

N/A

35. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **engaging in physical labor or exercise**. Examples might include situations in which you had an easy time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

% Not descriptive of me
 % Somewhat descriptive of me
 % Very descriptive of me

N/A

Behavior: I was confident in my abilities

Situations: Difficult situations

36. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **interacting with others**. Examples might include situations in which you had a difficult time: talking with others; teaching; providing guidance; or helping people.

% Not descriptive of me
 % Somewhat descriptive of me
 % Very descriptive of me

N/A

37. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **trying to influence others**. Examples might include situations in which you had a difficult time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

% Not descriptive of me
 % Somewhat descriptive of me
 % Very descriptive of me

N/A

38. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **engaging in clerical or math-related activities**. Examples might include situations in which you had a difficult time: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

% Not descriptive of me
 % Somewhat descriptive of me
 % Very descriptive of me

N/A

39. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **studying or learning something new**. Examples might include situations in which you had a difficult time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

% Not descriptive of me
 % Somewhat descriptive of me
 % Very descriptive of me

N/A

40. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **engaging in physical labor or exercise**. Examples might include situations in which you had a difficult time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

% Not descriptive of me
 % Somewhat descriptive of me
 % Very descriptive of me

N/A

Panel 5

Behavior: I paid attention to details**Situations: Urgent situations**

1.	Indicate how descriptive " I paid attention to details " was of you in the following urgent situations. Situations over the past six months when you interacted with others when you were in a hurry. Examples might include situations in which you had limited time and were: talking with others; teaching; providing guidance; or helping people.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A
2.	Indicate how descriptive " I paid attention to details " was of you in the following urgent situations. Situations over the past six months when you tried to influence others when you were in a hurry. Examples might include situations in which you had limited time and were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A
3.	Indicate how descriptive " I paid attention to details " was of you in the following urgent situations. Situations over the past six months when you engaged in clerical or math-related activities when you were in a hurry. Examples might include situations in which you had limited time and were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A
4.	Indicate how descriptive " I paid attention to details " was of you in the following urgent situations. Situations over the past six months when you studied or learned something new when you were in a hurry. Examples might include situations in which you had limited time and were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A
5.	Indicate how descriptive " I paid attention to details " was of you in the following urgent situations. Situations over the past six months when you engaged in physical labor or exercise when you were in a hurry. Examples might include situations in which you had limited time and were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A

Behavior: I paid attention to details**Situations: Neutral situations**

6.	Indicate how descriptive " I paid attention to details " was of you in the following neutral situations. Situations over the past six months when you interacted with others . Examples might include situations in which you were: talking with others; teaching; providing guidance; or helping people.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A
7.	Indicate how descriptive " I paid attention to details " was of you in the following neutral situations. Situations over the past six months when you tried to influence others . Examples might include situations in which you were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A

8. Indicate how descriptive "**I paid attention to details**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in clerical or math-related activities**. Examples might include situations in which you were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

9. Indicate how descriptive "**I paid attention to details**" was of you in the following **neutral** situations.

Situations over the past six months when you **studied or learned something new**. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

10. Indicate how descriptive "**I paid attention to details**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in physical labor or exercise**. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

Behavior: I acted according to a plan

Situations: Urgent situations

11. Indicate how descriptive "**I acted according to a plan**" was of you in the following **urgent** situations.

Situations over the past six months when you **interacted with others** when you were in a hurry. Examples might include situations in which you had limited time and were: talking with others; teaching; providing guidance; or helping people.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

12. Indicate how descriptive "**I acted according to a plan**" was of you in the following **urgent** situations.

Situations over the past six months when you **tried to influence others** when you were in a hurry. Examples might include situations in which you had limited time and were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

13. Indicate how descriptive "**I acted according to a plan**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in clerical or math-related activities** when you were in a hurry. Examples might include situations in which you had limited time and were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

14. Indicate how descriptive "**I acted according to a plan**" was of you in the following **urgent** situations.

Situations over the past six months when you **studied or learned something new** when you were in a hurry. Examples might include situations in which you had limited time and were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

15. Indicate how descriptive "**I acted according to a plan**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in physical labor or exercise** when you were in a hurry. Examples might include situations in which you had limited time and were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

Behavior: I acted according to a plan
Situations: Neutral situations

16. Indicate how descriptive "**I acted according to a plan**" was of you in the following **neutral** situations.

Situations over the past six months when you **interacted with others**. Examples might include situations in which you were: talking with others; teaching; providing guidance; or helping people.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

17. Indicate how descriptive "**I acted according to a plan**" was of you in the following **neutral** situations.

Situations over the past six months when you **tried to influence others**. Examples might include situations in which you were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

18. Indicate how descriptive "**I acted according to a plan**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in clerical or math-related activities**. Examples might include situations in which you were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

19. Indicate how descriptive "**I acted according to a plan**" was of you in the following **neutral** situations.

Situations over the past six months when you **studied or learned something new**. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

20. Indicate how descriptive "**I acted according to a plan**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in physical labor or exercise**. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

Behavior: I used my time effectively
Situations: Urgent situations

21. Indicate how descriptive "**I used my time effectively**" was of you in the following **urgent** situations.

Situations over the past six months when you **interacted with others** when you were in a hurry. Examples might include situations in which you had limited time and were: talking with others; teaching; providing guidance; or helping people.

% Not descriptive of me

<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

22. Indicate how descriptive "**I used my time effectively**" was of you in the following **urgent** situations.

Situations over the past six months when you **tried to influence others** when you were in a hurry. Examples might include situations in which you had limited time and were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

23. Indicate how descriptive "**I used my time effectively**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in clerical or math-related activities** when you were in a hurry. Examples might include situations in which you had limited time and were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

24. Indicate how descriptive "**I used my time effectively**" was of you in the following **urgent** situations.

Situations over the past six months when you **studied or learned something new** when you were in a hurry. Examples might include situations in which you had limited time and were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

25. Indicate how descriptive "**I used my time effectively**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in physical labor or exercise** when you were in a hurry. Examples might include situations in which you had limited time and were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I used my time effectively

Situations: Neutral situations

26. Indicate how descriptive "**I used my time effectively**" was of you in the following **neutral** situations.

Situations over the past six months when you **interacted with others**. Examples might include situations in which you were: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

27. Indicate how descriptive "**I used my time effectively**" was of you in the following **neutral** situations.

Situations over the past six months when you **tried to influence others**. Examples might include situations in which you were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

28. Indicate how descriptive "**I used my time effectively**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in clerical or math-related activities**. Examples might include situations in which you were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me

<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

29. Indicate how descriptive "**I used my time effectively**" was of you in the following **neutral** situations.

Situations over the past six months when you **studied or learned something new**. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

30. Indicate how descriptive "**I used my time effectively**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in physical labor or exercise**. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I was confident in my abilities

Situations: Urgent situations

31. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **urgent** situations.

Situations over the past six months when you **interacted with others** when you were in a hurry. Examples might include situations in which you had limited time and were: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

32. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **urgent** situations.

Situations over the past six months when you **tried to influence others** when you were in a hurry. Examples might include situations in which you had limited time and were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

33. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in clerical or math-related activities** when you were in a hurry. Examples might include situations in which you had limited time and were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

34. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **urgent** situations.

Situations over the past six months when you **studied or learned something new** when you were in a hurry. Examples might include situations in which you had limited time and were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

35. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in physical labor or exercise** when you were in a hurry. Examples might include situations in which you had limited time and were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me

<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I was confident in my abilities

Situations: Neutral situations

36. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **neutral** situations.
 Situations over the past six months when you **interacted with others**. Examples might include situations in which you were: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

37. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **neutral** situations.
 Situations over the past six months when you **tried to influence others**. Examples might include situations in which you were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

38. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **neutral** situations.
 Situations over the past six months when you **engaged in clerical or math-related activities**. Examples might include situations in which you were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

39. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **neutral** situations.
 Situations over the past six months when you **studied or learned something new**. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

40. Indicate how descriptive "**I was confident in my abilities**" was of you in the following **neutral** situations.
 Situations over the past six months when you **engaged in physical labor or exercise**. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Panel 6

Behavior: I set high standards for myself

Situations: Easy situations

1. Indicate how descriptive "**I set high standards for myself**" was of you in the following **easy** situations.
 Situations over the past six months when you had an easy time **interacting with others**. Examples might include situations in which you had an easy time: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

2. Indicate how descriptive "**I set high standards for myself**" was of you in the following **easy** situations.
 Situations over the past six months when you had an easy time **trying to influence others**. Examples might include situations in which you had an easy time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

3. Indicate how descriptive "**I set high standards for myself**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **engaging in clerical or math-related activities**. Examples might include situations in which you had an easy time: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

4. Indicate how descriptive "**I set high standards for myself**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **studying or learning something new**. Examples might include situations in which you had an easy time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

5. Indicate how descriptive "**I set high standards for myself**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **engaging in physical labor or exercise**. Examples might include situations in which you had an easy time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

Behavior: I set high standards for myself

Situations: Difficult situations

6. Indicate how descriptive "**I set high standards for myself**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **interacting with others**. Examples might include situations in which you had a difficult time: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

7. Indicate how descriptive "**I set high standards for myself**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **trying to influence others**. Examples might include situations in which you had a difficult time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

8. Indicate how descriptive "**I set high standards for myself**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **engaging in clerical or math-related activities**. Examples might include situations in which you had a difficult time: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

9. Indicate how descriptive "**I set high standards for myself**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **studying or learning something new**. Examples might include situations in which you had a difficult time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
--------------------------	-------------------------

<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

10. Indicate how descriptive "**I set high standards for myself**" was of you in the following **difficult** situations.
 Situations over the past six months when you had a difficult time **engaging in physical labor or exercise**. Examples might include situations in which you had a difficult time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I aimed to accomplish a lot

Situations: Easy situations

11. Indicate how descriptive "**I aimed to accomplish a lot**" was of you in the following **easy** situations.
 Situations over the past six months when you had an easy time **interacting with others**. Examples might include situations in which you had an easy time: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

12. Indicate how descriptive "**I aimed to accomplish a lot**" was of you in the following **easy** situations.
 Situations over the past six months when you had an easy time **trying to influence others**. Examples might include situations in which you had an easy time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

13. Indicate how descriptive "**I aimed to accomplish a lot**" was of you in the following **easy** situations.
 Situations over the past six months when you had an easy time **engaging in clerical or math-related activities**. Examples might include situations in which you had an easy time: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

14. Indicate how descriptive "**I aimed to accomplish a lot**" was of you in the following **easy** situations.
 Situations over the past six months when you had an easy time **studying or learning something new**. Examples might include situations in which you had an easy time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

15. Indicate how descriptive "**I aimed to accomplish a lot**" was of you in the following **easy** situations.
 Situations over the past six months when you had an easy time **engaging in physical labor or exercise**. Examples might include situations in which you had an easy time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I aimed to accomplish a lot

Situations: Difficult situations

16. Indicate how descriptive "**I aimed to accomplish a lot**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time interacting with others . Examples might include situations in which you had a difficult time: talking with others; teaching; providing guidance; or helping people.	
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/> N/A	
17.	Indicate how descriptive " I aimed to accomplish a lot " was of you in the following difficult situations.
Situations over the past six months when you had a difficult time trying to influence others . Examples might include situations in which you had a difficult time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.	
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/> N/A	
18.	Indicate how descriptive " I aimed to accomplish a lot " was of you in the following difficult situations.
Situations over the past six months when you had a difficult time engaging in clerical or math-related activities . Examples might include situations in which you had a difficult time: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.	
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/> N/A	
19.	Indicate how descriptive " I aimed to accomplish a lot " was of you in the following difficult situations.
Situations over the past six months when you had a difficult time studying or learning something new . Examples might include situations in which you had a difficult time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.	
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/> N/A	
20.	Indicate how descriptive " I aimed to accomplish a lot " was of you in the following difficult situations.
Situations over the past six months when you had a difficult time engaging in physical labor or exercise . Examples might include situations in which you had a difficult time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.	
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/> N/A	
Behavior: I did more than was expected	
Situations: Easy situations	
21.	Indicate how descriptive " I did more than was expected " was of you in the following easy situations.
Situations over the past six months when you had an easy time interacting with others . Examples might include situations in which you had an easy time: talking with others; teaching; providing guidance; or helping people.	
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/> N/A	
22.	Indicate how descriptive " I did more than was expected " was of you in the following easy situations.
Situations over the past six months when you had an easy time trying to influence others . Examples might include situations in which you had an easy time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.	
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/> N/A	
23.	Indicate how descriptive " I did more than was expected " was of you in the following easy situations.
Situations over the past six months when you had an easy time engaging in clerical or math-related activities . Examples might include situations in which you had an easy time: proofreading/editing something, updating records	

or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

24. Indicate how descriptive "**I did more than was expected**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **studying or learning something new**. Examples might include situations in which you had an easy time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

25. Indicate how descriptive "**I did more than was expected**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **engaging in physical labor or exercise**. Examples might include situations in which you had an easy time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

Behavior: I did more than was expected

Situations: Difficult situations

26. Indicate how descriptive "**I did more than was expected**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **interacting with others**. Examples might include situations in which you had a difficult time: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

27. Indicate how descriptive "**I did more than was expected**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **trying to influence others**. Examples might include situations in which you had a difficult time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

28. Indicate how descriptive "**I did more than was expected**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **engaging in clerical or math-related activities**. Examples might include situations in which you had a difficult time: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

29. Indicate how descriptive "**I did more than was expected**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **studying or learning something new**. Examples might include situations in which you had a difficult time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

30. Indicate how descriptive "**I did more than was expected**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **engaging in physical labor or exercise**. Examples might include situations in which you had a difficult time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

--

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I strived to meet a goal

Situations: Easy situations

31. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **interacting with others**. Examples might include situations in which you had an easy time: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

32. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **trying to influence others**. Examples might include situations in which you had an easy time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

33. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **engaging in clerical or math-related activities**. Examples might include situations in which you had an easy time: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

34. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **studying or learning something new**. Examples might include situations in which you had an easy time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

35. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **engaging in physical labor or exercise**. Examples might include situations in which you had an easy time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I strived to meet a goal

Situations: Difficult situations

36. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **interacting with others**. Examples might include situations in which you had a difficult time: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

37. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time trying to influence others . Examples might include situations in which you had a difficult time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A
38. Indicate how descriptive " I strived to meet a goal " was of you in the following difficult situations. Situations over the past six months when you had a difficult time engaging in clerical or math-related activities . Examples might include situations in which you had a difficult time: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A
39. Indicate how descriptive " I strived to meet a goal " was of you in the following difficult situations. Situations over the past six months when you had a difficult time studying or learning something new . Examples might include situations in which you had a difficult time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A
40. Indicate how descriptive " I strived to meet a goal " was of you in the following difficult situations. Situations over the past six months when you had a difficult time engaging in physical labor or exercise . Examples might include situations in which you had a difficult time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

Panel 7

Behavior: I set high standards for myself

Situations: Urgent situations

1. Indicate how descriptive " I set high standards for myself " was of you in the following urgent situations. Situations over the past six months when you interacted with others when you were in a hurry. Examples might include situations in which you had limited time and were: talking with others; teaching; providing guidance; or helping people.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A
2. Indicate how descriptive " I set high standards for myself " was of you in the following urgent situations. Situations over the past six months when you tried to influence others when you were in a hurry. Examples might include situations in which you had limited time and were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A
3. Indicate how descriptive " I set high standards for myself " was of you in the following urgent situations. Situations over the past six months when you engaged in clerical or math-related activities when you were in a hurry. Examples might include situations in which you had limited time and were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

4. Indicate how descriptive "**I set high standards for myself**" was of you in the following **urgent** situations.

Situations over the past six months when you **studied or learned something new** when you were in a hurry. Examples might include situations in which you had limited time and were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

5. Indicate how descriptive "**I set high standards for myself**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in physical labor or exercise** when you were in a hurry. Examples might include situations in which you had limited time and were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

Behavior: I set high standards for myself

Situations: Neutral situations

6. Indicate how descriptive "**I set high standards for myself**" was of you in the following **neutral** situations.

Situations over the past six months when you **interacted with others**. Examples might include situations in which you were: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

7. Indicate how descriptive "**I set high standards for myself**" was of you in the following **neutral** situations.

Situations over the past six months when you **tried to influence others**. Examples might include situations in which you were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

8. Indicate how descriptive "**I set high standards for myself**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in clerical or math-related activities**. Examples might include situations in which you were: proofreading/editing something; updating records or contacts; cleaning up your e-mail inbox; balancing a budget; or paying bills.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

9. Indicate how descriptive "**I set high standards for myself**" was of you in the following **neutral** situations.

Situations over the past six months when you **studied or learned something new**. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

10. Indicate how descriptive "**I set high standards for myself**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in physical labor or exercise**. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

Behavior: I aimed to accomplish a lot
Situations: Urgent situations

11.	Indicate how descriptive " I aimed to accomplish a lot " was of you in the following urgent situations. Situations over the past six months when you interacted with others when you were in a hurry. Examples might include situations in which you had limited time and were: talking with others; teaching; providing guidance; or helping people.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A
12.	Indicate how descriptive " I aimed to accomplish a lot " was of you in the following urgent situations. Situations over the past six months when you tried to influence others when you were in a hurry. Examples might include situations in which you had limited time and were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A
13.	Indicate how descriptive " I aimed to accomplish a lot " was of you in the following urgent situations. Situations over the past six months when you engaged in clerical or math-related activities when you were in a hurry. Examples might include situations in which you had limited time and were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A
14.	Indicate how descriptive " I aimed to accomplish a lot " was of you in the following urgent situations. Situations over the past six months when you studied or learned something new when you were in a hurry. Examples might include situations in which you had limited time and were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A
15.	Indicate how descriptive " I aimed to accomplish a lot " was of you in the following urgent situations. Situations over the past six months when you engaged in physical labor or exercise when you were in a hurry. Examples might include situations in which you had limited time and were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A

Behavior: I aimed to accomplish a lot
Situations: Neutral situations

16.	Indicate how descriptive " I aimed to accomplish a lot " was of you in the following neutral situations. Situations over the past six months when you interacted with others . Examples might include situations in which you were: talking with others; teaching; providing guidance; or helping people.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A
17.	Indicate how descriptive " I aimed to accomplish a lot " was of you in the following neutral situations. Situations over the past six months when you tried to influence others . Examples might include situations in which you were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A

18.	Indicate how descriptive " I aimed to accomplish a lot " was of you in the following neutral situations. Situations over the past six months when you engaged in clerical or math-related activities . Examples might include situations in which you were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A

19.	Indicate how descriptive " I aimed to accomplish a lot " was of you in the following neutral situations. Situations over the past six months when you studied or learned something new . Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A

20.	Indicate how descriptive " I aimed to accomplish a lot " was of you in the following neutral situations. Situations over the past six months when you engaged in physical labor or exercise . Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A

Behavior: I did more than was expected

Situations: Urgent situations

21.	Indicate how descriptive " I did more than was expected " was of you in the following urgent situations. Situations over the past six months when you interacted with others when you were in a hurry. Examples might include situations in which you had limited time and were: talking with others; teaching; providing guidance; or helping people.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A

22.	Indicate how descriptive " I did more than was expected " was of you in the following urgent situations. Situations over the past six months when you tried to influence others when you were in a hurry. Examples might include situations in which you had limited time and were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A

23.	Indicate how descriptive " I did more than was expected " was of you in the following urgent situations. Situations over the past six months when you engaged in clerical or math-related activities when you were in a hurry. Examples might include situations in which you had limited time and were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A

24.	Indicate how descriptive " I did more than was expected " was of you in the following urgent situations. Situations over the past six months when you studied or learned something new when you were in a hurry. Examples might include situations in which you had limited time and were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.
	<input type="checkbox"/> % Not descriptive of me
	<input type="checkbox"/> % Somewhat descriptive of me
	<input type="checkbox"/> % Very descriptive of me
	<input type="checkbox"/> N/A

25. Indicate how descriptive "**I did more than was expected**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in physical labor or exercise** when you were in a hurry. Examples might include situations in which you had limited time and were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

Behavior: I did more than was expected
Situations: Neutral situations

26. Indicate how descriptive "**I did more than was expected**" was of you in the following **neutral** situations.

Situations over the past six months when you **interacted with others**. Examples might include situations in which you were: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

27. Indicate how descriptive "**I did more than was expected**" was of you in the following **neutral** situations.

Situations over the past six months when you **tried to influence others**. Examples might include situations in which you were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

28. Indicate how descriptive "**I did more than was expected**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in clerical or math-related activities**. Examples might include situations in which you were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

29. Indicate how descriptive "**I did more than was expected**" was of you in the following **neutral** situations.

Situations over the past six months when you **studied or learned something new**. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

30. Indicate how descriptive "**I did more than was expected**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in physical labor or exercise**. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

Behavior: I strived to meet a goal
Situations: Urgent situations

31. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **urgent** situations.

Situations over the past six months when you **interacted with others** when you were in a hurry. Examples might include situations in which you had limited time and were: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/> % Not descriptive of me
--

<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

32. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **urgent** situations.

Situations over the past six months when you **tried to influence others** when you were in a hurry. Examples might include situations in which you had limited time and were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

33. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in clerical or math-related activities** when you were in a hurry. Examples might include situations in which you had limited time and were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

34. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **urgent** situations.

Situations over the past six months when you **studied or learned something new** when you were in a hurry. Examples might include situations in which you had limited time and were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

35. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in physical labor or exercise** when you were in a hurry. Examples might include situations in which you had limited time and were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I strived to meet a goal

Situations: Neutral situations

36. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **neutral** situations.

Situations over the past six months when you **interacted with others**. Examples might include situations in which you were: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

37. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **neutral** situations.

Situations over the past six months when you **tried to influence others**. Examples might include situations in which you were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

38. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in clerical or math-related activities**. Examples might include situations in which you were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me

<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

39. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **neutral** situations.

Situations over the past six months when you **studied or learned something new**. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

40. Indicate how descriptive "**I strived to meet a goal**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in physical labor or exercise**. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Panel 8

Behavior: I paid attention to details

Situations: Group situations

1. Indicate how descriptive "**I paid attention to details**" was of you in the following **group** situations.

Situations over the past six months when you **studied or learned something new** with one or more other people. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books and articles; or studying or learning about a product, service, or topic with others.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

2. Indicate how descriptive "**I paid attention to details**" was of you in the following **group** situations.

Situations over the past six months when you **engaged in physical labor or exercise** with one or more other people. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework with others.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I paid attention to details

Situations: Solitary situations

3. Indicate how descriptive "**I paid attention to details**" was of you in the following **solitary** situations.

Situations over the past six months when you **studied or learned something new** by yourself. Examples might include situations in which you were: watching a documentary; reading non-fiction books and articles; or studying or learning about a product, service, or topic by yourself.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

4. Indicate how descriptive "**I paid attention to details**" was of you in the following **solitary** situations.

Situations over the past six months when you **engaged in physical labor or exercise** by yourself. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework by yourself.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I acted according to a plan
Situations: Group situations

5.	Indicate how descriptive " I acted according to a plan " was of you in the following group situations. Situations over the past six months when you studied or learned something new with one or more other people. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books and articles; or studying or learning about a product, service, or topic with others.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

6.	Indicate how descriptive " I acted according to a plan " was of you in the following group situations. Situations over the past six months when you engaged in physical labor or exercise with one or more other people. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework with others.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

Behavior: I acted according to a plan
Situations: Solitary situations

7.	Indicate how descriptive " I acted according to a plan " was of you in the following solitary situations. Situations over the past six months when you studied or learned something new by yourself. Examples might include situations in which you were: watching a documentary; reading non-fiction books and articles; or studying or learning about a product, service, or topic by yourself.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

8.	Indicate how descriptive " I acted according to a plan " was of you in the following solitary situations. Situations over the past six months when you engaged in physical labor or exercise by yourself. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework by yourself.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

Behavior: I used my time effectively
Situations: Group situations

9.	Indicate how descriptive " I used my time effectively " was of you in the following group situations. Situations over the past six months when you studied or learned something new with one or more other people. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books and articles; or studying or learning about a product, service, or topic with others.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

10.	Indicate how descriptive " I used my time effectively " was of you in the following group situations. Situations over the past six months when you engaged in physical labor or exercise with one or more other people. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework with others.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

Behavior: I used my time effectively
Situations: Solitary situations

11. Indicate how descriptive " I used my time effectively " was of you in the following solitary situations.
Situations over the past six months when you studied or learned something new by yourself. Examples might include situations in which you were: watching a documentary; reading non-fiction books and articles; or studying or learning about a product, service, or topic by yourself.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

12. Indicate how descriptive " I used my time effectively " was of you in the following solitary situations.
Situations over the past six months when you engaged in physical labor or exercise by yourself. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework by yourself.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

Behavior: I was confident in my abilities
Situations: Group situations

13. Indicate how descriptive " I was confident in my abilities " was of you in the following group situations.
Situations over the past six months when you studied or learned something new with one or more other people. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books and articles; or studying or learning about a product, service, or topic with others.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

14. Indicate how descriptive " I was confident in my abilities " was of you in the following group situations.
Situations over the past six months when you engaged in physical labor or exercise with one or more other people. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework with others.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

Behavior: I was confident in my abilities
Situations: Solitary situations

15. Indicate how descriptive " I was confident in my abilities " was of you in the following solitary situations.
Situations over the past six months when you studied or learned something new by yourself. Examples might include situations in which you were: watching a documentary; reading non-fiction books and articles; or studying or learning about a product, service, or topic by yourself.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

16. Indicate how descriptive " I was confident in my abilities " was of you in the following solitary situations.
Situations over the past six months when you engaged in physical labor or exercise by yourself. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework by yourself.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

Behavior: I stuck to plans that were made
Situations: Group situations

17.	Indicate how descriptive "I stuck to plans that were made" was of you in the following group situations. Situations over the past six months when you studied or learned something new with one or more other people. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books and articles; or studying or learning about a product, service, or topic with others.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A
18.	Indicate how descriptive "I stuck to plans that were made" was of you in the following group situations. Situations over the past six months when you engaged in physical labor or exercise with one or more other people. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework with others.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

Behavior: I stuck to plans that were made
Situations: Solitary situations

19.	Indicate how descriptive "I stuck to plans that were made" was of you in the following solitary situations. Situations over the past six months when you studied or learned something new by yourself. Examples might include situations in which you were: watching a documentary; reading non-fiction books and articles; or studying or learning about a product, service, or topic by yourself.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A
20.	Indicate how descriptive "I stuck to plans that were made" was of you in the following solitary situations. Situations over the past six months when you engaged in physical labor or exercise by yourself. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework by yourself.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

Behavior: I fulfilled my obligations
Situations: Group situations

21.	Indicate how descriptive "I fulfilled my obligations" was of you in the following group situations. Situations over the past six months when you studied or learned something new with one or more other people. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books and articles; or studying or learning about a product, service, or topic with others.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A
22.	Indicate how descriptive "I fulfilled my obligations" was of you in the following group situations. Situations over the past six months when you engaged in physical labor or exercise with one or more other people. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework with others.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

Behavior: I fulfilled my obligations
Situations: Solitary situations

23.	Indicate how descriptive " I fulfilled my obligations " was of you in the following solitary situations. Situations over the past six months when you studied or learned something new by yourself. Examples might include situations in which you were: watching a documentary; reading non-fiction books and articles; or studying or learning about a product, service, or topic by yourself.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

24.	Indicate how descriptive " I fulfilled my obligations " was of you in the following solitary situations. Situations over the past six months when you engaged in physical labor or exercise by yourself. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework by yourself.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

Behavior: I left things unfinished
Situations: Group situations

25.	Indicate how descriptive " I left things unfinished " was of you in the following group situations. Situations over the past six months when you studied or learned something new with one or more other people. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books and articles; or studying or learning about a product, service, or topic with others.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

26.	Indicate how descriptive " I left things unfinished " was of you in the following group situations. Situations over the past six months when you engaged in physical labor or exercise with one or more other people. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework with others.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

Behavior: I left things unfinished
Situations: Solitary situations

27.	Indicate how descriptive " I left things unfinished " was of you in the following solitary situations. Situations over the past six months when you studied or learned something new by yourself. Examples might include situations in which you were: watching a documentary; reading non-fiction books and articles; or studying or learning about a product, service, or topic by yourself.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

28.	Indicate how descriptive " I left things unfinished " was of you in the following solitary situations. Situations over the past six months when you engaged in physical labor or exercise by yourself. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework by yourself.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

Behavior: I put things off
Situations: Group situations

29. Indicate how descriptive "I put things off" was of you in the following group situations. Situations over the past six months when you studied or learned something new with one or more other people. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books and articles; or studying or learning about a product, service, or topic with others.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A
30. Indicate how descriptive "I put things off" was of you in the following group situations. Situations over the past six months when you engaged in physical labor or exercise with one or more other people. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework with others.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

Behavior: I put things off
Situations: Solitary situations

31. Indicate how descriptive "I put things off" was of you in the following solitary situations. Situations over the past six months when you studied or learned something new by yourself. Examples might include situations in which you were: watching a documentary; reading non-fiction books and articles; or studying or learning about a product, service, or topic by yourself.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A
32. Indicate how descriptive "I put things off" was of you in the following solitary situations. Situations over the past six months when you engaged in physical labor or exercise by yourself. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework by yourself.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

Panel 9

Behavior: I stuck to plans that were made
Situations: Easy situations

1. Indicate how descriptive "I stuck to plans that were made" was of you in the following easy situations. Situations over the past six months when you had an easy time interacting with others . Examples might include situations in which you had an easy time: talking with others; teaching; providing guidance; or helping people.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A
2. Indicate how descriptive "I stuck to plans that were made" was of you in the following easy situations. Situations over the past six months when you had an easy time trying to influence others . Examples might include situations in which you had an easy time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A
3. Indicate how descriptive "I stuck to plans that were made" was of you in the following easy situations.

Situations over the past six months when you had an easy time **engaging in clerical or math-related activities**. Examples might include situations in which you had an easy time: proofreading/editing something; updating records or contacts; cleaning up your e-mail inbox; balancing a budget; or paying bills.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

4. Indicate how descriptive "**I stuck to plans that were made**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **studying or learning something new**. Examples might include situations in which you had an easy time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

5. Indicate how descriptive "**I stuck to plans that were made**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **engaging in physical labor or exercise**. Examples might include situations in which you had an easy time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

Behavior: I stuck to plans that were made

Situations: Difficult situations

6. Indicate how descriptive "**I stuck to plans that were made**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **interacting with others**. Examples might include situations in which you had a difficult time: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

7. Indicate how descriptive "**I stuck to plans that were made**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **trying to influence others**. Examples might include situations in which you had a difficult time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

8. Indicate how descriptive "**I stuck to plans that were made**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **engaging in clerical or math-related activities**. Examples might include situations in which you had a difficult time: proofreading/editing something; updating records or contacts; cleaning up your e-mail inbox; balancing a budget; or paying bills.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

9. Indicate how descriptive "**I stuck to plans that were made**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **studying or learning something new**. Examples might include situations in which you had a difficult time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

10. Indicate how descriptive "**I stuck to plans that were made**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **engaging in physical labor or exercise**. Examples

might include situations in which you had a difficult time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me

N/A

Behavior: I fulfilled my obligations

Situations: Easy situations

11. Indicate how descriptive "**I fulfilled my obligations**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **interacting with others**. Examples might include situations in which you had an easy time: talking with others; teaching; providing guidance; or helping people.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me

N/A

12. Indicate how descriptive "**I fulfilled my obligations**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **trying to influence others**. Examples might include situations in which you had an easy time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me

N/A

13. Indicate how descriptive "**I fulfilled my obligations**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **engaging in clerical or math-related activities**. Examples might include situations in which you had an easy time: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me

N/A

14. Indicate how descriptive "**I fulfilled my obligations**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **studying or learning something new**. Examples might include situations in which you had an easy time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me

N/A

15. Indicate how descriptive "**I fulfilled my obligations**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **engaging in physical labor or exercise**. Examples might include situations in which you had an easy time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me

N/A

Behavior: I fulfilled my obligations

Situations: Difficult situations

16. Indicate how descriptive "**I fulfilled my obligations**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **interacting with others**. Examples might include situations in which you had a difficult time: talking with others; teaching; providing guidance; or helping people.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me

N/A

17. Indicate how descriptive "**I fulfilled my obligations**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **trying to influence others**. Examples might include situations in which you had a difficult time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

18. Indicate how descriptive "**I fulfilled my obligations**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **engaging in clerical or math-related activities**. Examples might include situations in which you had a difficult time: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

19. Indicate how descriptive "**I fulfilled my obligations**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **studying or learning something new**. Examples might include situations in which you had a difficult time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

20. Indicate how descriptive "**I fulfilled my obligations**" was of you in the following **difficult** situations.

Situations over the past six months when you had a difficult time **engaging in physical labor or exercise**. Examples might include situations in which you had a difficult time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

Behavior: I left things unfinished
Situations: Easy situations

21. Indicate how descriptive "**I left things unfinished**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **interacting with others**. Examples might include situations in which you had an easy time: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

22. Indicate how descriptive "**I left things unfinished**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **trying to influence others**. Examples might include situations in which you had an easy time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

23. Indicate how descriptive "**I left things unfinished**" was of you in the following **easy** situations.

Situations over the past six months when you had an easy time **engaging in clerical or math-related activities**. Examples might include situations in which you had an easy time: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input checked="" type="checkbox"/> N/A

24.	Indicate how descriptive " I left things unfinished " was of you in the following easy situations. Situations over the past six months when you had an easy time studying or learning something new . Examples might include situations in which you had an easy time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A
25.	Indicate how descriptive " I left things unfinished " was of you in the following easy situations. Situations over the past six months when you had an easy time engaging in physical labor or exercise . Examples might include situations in which you had an easy time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

Behavior: I left things unfinished

Situations: Difficult situations

26.	Indicate how descriptive " I left things unfinished " was of you in the following difficult situations. Situations over the past six months when you had a difficult time interacting with others . Examples might include situations in which you had a difficult time: talking with others; teaching; providing guidance; or helping people.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A
27.	Indicate how descriptive " I left things unfinished " was of you in the following difficult situations. Situations over the past six months when you had a difficult time trying to influence others . Examples might include situations in which you had a difficult time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A
28.	Indicate how descriptive " I left things unfinished " was of you in the following difficult situations. Situations over the past six months when you had a difficult time engaging in clerical or math-related activities . Examples might include situations in which you had a difficult time: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A
29.	Indicate how descriptive " I left things unfinished " was of you in the following difficult situations. Situations over the past six months when you had a difficult time studying or learning something new . Examples might include situations in which you had a difficult time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A
30.	Indicate how descriptive " I left things unfinished " was of you in the following difficult situations. Situations over the past six months when you had a difficult time engaging in physical labor or exercise . Examples might include situations in which you had a difficult time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.
<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input checked="" type="checkbox"/>	N/A

Behavior: I put things off
Situations: Easy situations

31. Indicate how descriptive "I put things off" was of you in the following **easy** situations.
Situations over the past six months when you had an easy time **interacting with others**. Examples might include situations in which you had an easy time: talking with others; teaching; providing guidance; or helping people.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

32. Indicate how descriptive "I put things off" was of you in the following **easy** situations.
Situations over the past six months when you had an easy time **trying to influence others**. Examples might include situations in which you had an easy time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

33. Indicate how descriptive "I put things off" was of you in the following **easy** situations.
Situations over the past six months when you had an easy time **engaging in clerical or math-related activities**. Examples might include situations in which you had an easy time: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

34. Indicate how descriptive "I put things off" was of you in the following **easy** situations.
Situations over the past six months when you had an easy time **studying or learning something new**. Examples might include situations in which you had an easy time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

35. Indicate how descriptive "I put things off" was of you in the following **easy** situations.
Situations over the past six months when you had an easy time **engaging in physical labor or exercise**. Examples might include situations in which you had an easy time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

Behavior: I put things off
Situations: Difficult situations

36. Indicate how descriptive "I put things off" was of you in the following **difficult** situations.
Situations over the past six months when you had a difficult time **interacting with others**. Examples might include situations in which you had a difficult time: talking with others; teaching; providing guidance; or helping people.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

37. Indicate how descriptive "I put things off" was of you in the following **difficult** situations.
Situations over the past six months when you had a difficult time **trying to influence others**. Examples might include situations in which you had a difficult time: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me

N/A

38. Indicate how descriptive "**I put things off**" was of you in the following **difficult** situations.
Situations over the past six months when you had a difficult time **engaging in clerical or math-related activities**. Examples might include situations in which you had a difficult time: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
 N/A

39. Indicate how descriptive "**I put things off**" was of you in the following **difficult** situations.
Situations over the past six months when you had a difficult time **studying or learning something new**. Examples might include situations in which you had a difficult time: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
 N/A

40. Indicate how descriptive "**I put things off**" was of you in the following **difficult** situations.
Situations over the past six months when you had a difficult time **engaging in physical labor or exercise**. Examples might include situations in which you had a difficult time: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
 N/A

Panel 10

Behavior: I stuck to plans that were made

Situations: Urgent situations

1. Indicate how descriptive "**I stuck to plans that were made**" was of you in the following **urgent** situations.
Situations over the past six months when you **interacted with others** when you were in a hurry. Examples might include situations in which you had limited time and were: talking with others; teaching; providing guidance; or helping people.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
 N/A

2. Indicate how descriptive "**I stuck to plans that were made**" was of you in the following **urgent** situations.
Situations over the past six months when you **tried to influence others** when you were in a hurry. Examples might include situations in which you had limited time and were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
 N/A

3. Indicate how descriptive "**I stuck to plans that were made**" was of you in the following **urgent** situations.
Situations over the past six months when you **engaged in clerical or math-related activities** when you were in a hurry. Examples might include situations in which you had limited time and were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
 N/A

4. Indicate how descriptive "**I stuck to plans that were made**" was of you in the following **urgent** situations.
Situations over the past six months when you **studied or learned something new** when you were in a hurry. Examples might include situations in which you had limited time and were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

% Not descriptive of me
% Somewhat descriptive of me

<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

5. Indicate how descriptive "**I stuck to plans that were made**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in physical labor or exercise** when you were in a hurry. Examples might include situations in which you had limited time and were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I stuck to plans that were made

Situations: Neutral situations

6. Indicate how descriptive "**I stuck to plans that were made**" was of you in the following **neutral** situations.

Situations over the past six months when you **interacted with others**. Examples might include situations in which you were: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

7. Indicate how descriptive "**I stuck to plans that were made**" was of you in the following **neutral** situations.

Situations over the past six months when you **tried to influence others**. Examples might include situations in which you were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

8. Indicate how descriptive "**I stuck to plans that were made**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in clerical or math-related activities**. Examples might include situations in which you were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

9. Indicate how descriptive "**I stuck to plans that were made**" was of you in the following **neutral** situations.

Situations over the past six months when you **studied or learned something new**. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

10. Indicate how descriptive "**I stuck to plans that were made**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in physical labor or exercise**. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I fulfilled my obligations

Situations: Urgent situations

11. Indicate how descriptive "**I fulfilled my obligations**" was of you in the following **urgent** situations.

Situations over the past six months when you **interacted with others** when you were in a hurry. Examples might include situations in which you had limited time and were: talking with others; teaching; providing guidance; or

helping people.
<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

12. Indicate how descriptive "**I fulfilled my obligations**" was of you in the following **urgent** situations.

Situations over the past six months when you **tried to influence others** when you were in a hurry. Examples might include situations in which you had limited time and were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

13. Indicate how descriptive "**I fulfilled my obligations**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in clerical or math-related activities** when you were in a hurry. Examples might include situations in which you had limited time and were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

14. Indicate how descriptive "**I fulfilled my obligations**" was of you in the following **urgent** situations.

Situations over the past six months when you **studied or learned something new** when you were in a hurry. Examples might include situations in which you had limited time and were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

15. Indicate how descriptive "**I fulfilled my obligations**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in physical labor or exercise** when you were in a hurry. Examples might include situations in which you had limited time and were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

Behavior: I fulfilled my obligations

Situations: Neutral situations

16. Indicate how descriptive "**I fulfilled my obligations**" was of you in the following **neutral** situations.

Situations over the past six months when you **interacted with others**. Examples might include situations in which you were: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

17. Indicate how descriptive "**I fulfilled my obligations**" was of you in the following **neutral** situations.

Situations over the past six months when you **tried to influence others**. Examples might include situations in which you were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

18. Indicate how descriptive "**I fulfilled my obligations**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in clerical or math-related activities**. Examples might include situations in which you were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

--

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

19. Indicate how descriptive "**I fulfilled my obligations**" was of you in the following **neutral** situations.

Situations over the past six months when you **studied or learned something new**. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

20. Indicate how descriptive "**I fulfilled my obligations**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in physical labor or exercise**. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I left things unfinished

Situations: Urgent situations

21. Indicate how descriptive "**I left things unfinished**" was of you in the following **urgent** situations.

Situations over the past six months when you **interacted with others** when you were in a hurry. Examples might include situations in which you had limited time and were: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

22. Indicate how descriptive "**I left things unfinished**" was of you in the following **urgent** situations.

Situations over the past six months when you **tried to influence others** when you were in a hurry. Examples might include situations in which you had limited time and were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

23. Indicate how descriptive "**I left things unfinished**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in clerical or math-related activities** when you were in a hurry. Examples might include situations in which you had limited time and were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

24. Indicate how descriptive "**I left things unfinished**" was of you in the following **urgent** situations.

Situations over the past six months when you **studied or learned something new** when you were in a hurry. Examples might include situations in which you had limited time and were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

25. Indicate how descriptive "**I left things unfinished**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in physical labor or exercise** when you were in a hurry. Examples might include situations in which you had limited time and were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I left things unfinished**Situations: Neutral situations**26. Indicate how descriptive "**I left things unfinished**" was of you in the following **neutral** situations.

Situations over the past six months when you **interacted with others**. Examples might include situations in which you were: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

27. Indicate how descriptive "**I left things unfinished**" was of you in the following **neutral** situations.

Situations over the past six months when you **tried to influence others**. Examples might include situations in which you were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

28. Indicate how descriptive "**I left things unfinished**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in clerical or math-related activities**. Examples might include situations in which you were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

29. Indicate how descriptive "**I left things unfinished**" was of you in the following **neutral** situations.

Situations over the past six months when you **studied or learned something new**. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

30. Indicate how descriptive "**I left things unfinished**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in physical labor or exercise**. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

Behavior: I put things off**Situations: Urgent situations**31. Indicate how descriptive "**I put things off**" was of you in the following **urgent** situations.

Situations over the past six months when you **interacted with others** when you were in a hurry. Examples might include situations in which you had limited time and were: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/>	% Not descriptive of me
<input type="checkbox"/>	% Somewhat descriptive of me
<input type="checkbox"/>	% Very descriptive of me
<input type="checkbox"/>	N/A

32. Indicate how descriptive "**I put things off**" was of you in the following **urgent** situations.

Situations over the past six months when you **tried to influence others** when you were in a hurry. Examples might include situations in which you had limited time and were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

33. Indicate how descriptive "**I put things off**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in clerical or math-related activities** when you were in a hurry. Examples might include situations in which you had limited time and were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

34. Indicate how descriptive "**I put things off**" was of you in the following **urgent** situations.

Situations over the past six months when you **studied or learned something new** when you were in a hurry. Examples might include situations in which you had limited time and were: watching a documentary; reading and discussing non-fiction books or articles; or studying or learning about a product, service, or topic.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

35. Indicate how descriptive "**I put things off**" was of you in the following **urgent** situations.

Situations over the past six months when you **engaged in physical labor or exercise** when you were in a hurry. Examples might include situations in which you had limited time and were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

Behavior: I put things off

Situations: Neutral situations

36. Indicate how descriptive "**I put things off**" was of you in the following **neutral** situations.

Situations over the past six months when you **interacted with others**. Examples might include situations in which you were: talking with others; teaching; providing guidance; or helping people.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

37. Indicate how descriptive "**I put things off**" was of you in the following **neutral** situations.

Situations over the past six months when you **tried to influence others**. Examples might include situations in which you were: attempting to (a) convince or persuade someone; (b) get your way; or (c) sell a product, service, or idea.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

38. Indicate how descriptive "**I put things off**" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in clerical or math-related activities**. Examples might include situations in which you were: proofreading/editing something, updating records or contacts, cleaning up your e-mail inbox, balancing a budget, or paying bills.

<input type="checkbox"/> % Not descriptive of me
<input type="checkbox"/> % Somewhat descriptive of me
<input type="checkbox"/> % Very descriptive of me
<input type="checkbox"/> N/A

39. Indicate how descriptive "**I put things off**" was of you in the following **neutral** situations.

Situations over the past six months when you **studied or learned something new**. Examples might include situations in which you were: watching a documentary; reading and discussing non-fiction books or articles; or studying or

learning about a product, service, or topic.
% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

40. Indicate how descriptive "I put things off" was of you in the following **neutral** situations.

Situations over the past six months when you **engaged in physical labor or exercise**. Examples might include situations in which you were: building, assembling, repairing, or installing something; playing a sport; exercising; or doing yard work or housework.

% Not descriptive of me
% Somewhat descriptive of me
% Very descriptive of me
<input type="checkbox"/> N/A

Section 3 of 7

This section revisits the types of situations we asked you about above. This time we want to know how frequently you have encountered each situation over the past six months.

Panel 1

		Daily	Weekly	Monthly	Less than Monthly	Not at All
1.	Situations over the past six months when you enjoyed interacting with others.	<input type="radio"/>				
2.	Situations over the past six months when you enjoyed trying to influence others.	<input type="radio"/>				
3.	Situations over the past six months when you enjoyed studying or learning something new.	<input type="radio"/>				
4.	Situations over the past six months when you enjoyed physical labor or exercise.	<input type="radio"/>				
5.	Situations over the past six months when you did not enjoy interacting with others.	<input type="radio"/>				
6.	Situations over the past six months when you did not enjoy trying to influence others.	<input type="radio"/>				
7.	Situations over the past six months when you did not enjoy studying or learning something new.	<input type="radio"/>				
8.	Situations over the past six months when you did not enjoy physical labor or exercise.	<input type="radio"/>				

Panel 2

		Daily	Weekly	Monthly	Less than Monthly	Not at All
1.	Situations over the past six months when you interacted with others.	<input type="radio"/>				
2.	Situations over the past six months when you tried to influence others.	<input type="radio"/>				
3.	Situations over the past six months when you studied or learned something new.	<input type="radio"/>				
4.	Situations over the past six months when you engaged in physical labor or exercise.	<input type="radio"/>				
5.	Situations over the past six months when you interacted with others when you were in a hurry.	<input type="radio"/>				
6.	Situations over the past six months when you tried to influence others when you were in a hurry.	<input type="radio"/>				
7.	Situations over the past six months when you studied or learned something new when you were in a hurry.	<input type="radio"/>				
8.	Situations over the past six months when you engaged in physical labor or exercise when you were in a hurry.	<input type="radio"/>				

Panels 3 and 8

		Daily	Weekly	Monthly	Less than Monthly	Not at All
1.	Situations over the past six months when you studied or learned something new with one or more other people.	<input type="radio"/>				
2.	Situations over the past six months when you engaged in physical labor or exercise with one or more other people.	<input type="radio"/>				
3.	Situations over the past six months when you studied or learned something new by yourself.	<input type="radio"/>				
4.	Situations over the past six months when you engaged in physical labor or exercise by yourself.	<input type="radio"/>				

Panels 4, 6, and 9

		Daily	Weekly	Monthly	Less than Monthly	Not at All
1.	Situations over the past six months when you had an easy time interacting with others.	<input type="radio"/>				
2.	Situations over the past six months when you had an easy time trying to influence others.	<input type="radio"/>				
	Situations over the past six months when you had an easy time engaging in clerical or math-related					

3. activities.	<input type="radio"/>				
4. Situations over the past six months when you had an easy time studying or learning something new.	<input type="radio"/>				
5. Situations over the past six months when you had an easy time engaging in physical labor or exercise.	<input type="radio"/>				
6. Situations over the past six months when you had a difficult time interacting with others.	<input type="radio"/>				
7. Situations over the past six months when you had a difficult time trying to influence others.	<input type="radio"/>				
8. Situations over the past six months when you had a difficult time engaging in clerical or math-related activities.	<input type="radio"/>				
9. Situations over the past six months when you had a difficult time studying or learning something new.	<input type="radio"/>				
10. Situations over the past six months when you had a difficult time engaging in physical labor or exercise.	<input type="radio"/>				

Panels 5, 7, and 10

		Daily	Weekly	Monthly	Less than Monthly	Not at All
1. Situations over the past six months when you interacted with others when you were in a hurry.	<input type="radio"/>					
2. Situations over the past six months when you tried to influence others when you were in a hurry.	<input type="radio"/>					
3. Situations over the past six months when you engaged in clerical or math-related activities when you were in a hurry.	<input type="radio"/>					
4. Situations over the past six months when you studied or learned something new when you were in a hurry.	<input type="radio"/>					
5. Situations over the past six months when you engaged in physical labor or exercise when you were in a hurry.	<input type="radio"/>					
6. Situations over the past six months when you interacted with others.	<input type="radio"/>					
7. Situations over the past six months when you tried to influence others.	<input type="radio"/>					
8. Situations over the past six months when you engaged in clerical or math-related activities.	<input type="radio"/>					
9. Situations over the past six months when you studied or learned something new.	<input type="radio"/>					
10. Situations over the past six months when you engaged in physical labor or exercise.	<input type="radio"/>					

Section 4 of 7

The following statements describe people's thoughts and behaviors. Please indicate your level of agreement with how accurately each statement describes you. Describe yourself as you generally are now, not as you wish to be in the future. Describe yourself as you honestly see yourself, in relation to other people you know of the same sex as you are, and roughly your same age. Please read each statement carefully, then click the option that corresponds to your level of agreement on the scale to the right.

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. Feel comfortable around people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Make friends easily.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Am skilled in handling social situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Am the life of the party.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Know how to captivate people.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Have little to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Keep in the background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Would describe my experiences as somewhat dull.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Don't like to draw attention to myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Don't talk a lot.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Am always prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Pay attention to details.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Get chores done right away.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Carry out my plans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Make plans and stick to them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Waste my time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Find it difficult to get down to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Do just enough work to get by.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Don't see things through.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Shirk my duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Go straight for the goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Work hard.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Turn plans into action.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Plunge into tasks with all my heart.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Do more than what's expected of me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Set high standards for myself and others.	<input type="radio"/>				
27. Demand quality.	<input type="radio"/>				
28. Am not highly motivated to succeed.	<input type="radio"/>				
29. Do just enough work to get by.	<input type="radio"/>				
30. Put little time and effort into my work.	<input type="radio"/>				
31. Try to follow the rules.	<input type="radio"/>				
32. Keep my promises.	<input type="radio"/>				
33. Pay my bills on time.	<input type="radio"/>				
34. Tell the truth.	<input type="radio"/>				
35. Listen to my conscience.	<input type="radio"/>				
36. Break rules.	<input type="radio"/>				
37. Break my promises.	<input type="radio"/>				
38. Get others to do my duties.	<input type="radio"/>				
39. Do the opposite of what is asked.	<input type="radio"/>				
40. Misrepresent the facts.	<input type="radio"/>				
41. Rarely get irritated.	<input type="radio"/>				
42. Am relaxed most of the time.	<input type="radio"/>				
43. Seldom get mad.	<input type="radio"/>				
44. Am not easily annoyed.	<input type="radio"/>				
45. Am not easily bothered by things.	<input type="radio"/>				
46. Have frequent mood swings.	<input type="radio"/>				
47. Get upset easily.	<input type="radio"/>				
48. Am often in a bad mood.	<input type="radio"/>				
49. Have days when I'm mad at the world.	<input type="radio"/>				
50. Get stressed out easily.	<input type="radio"/>				
51. Tend to vote for conservative political candidates.	<input type="radio"/>				
52. Believe in one true religion.	<input type="radio"/>				
53. Believe laws should be strictly enforced.	<input type="radio"/>				
54. Believe that we should be tough on crime.	<input type="radio"/>				
55. Like to stand during the national anthem.	<input type="radio"/>				
56. Tend to vote for liberal political candidates.	<input type="radio"/>				
57. I am using a computer currently.	<input type="radio"/>				
58. Don't consider myself religious.	<input type="radio"/>				
59. Believe that criminals should receive help rather than punishment.	<input type="radio"/>				
60. Believe in the importance of art.	<input type="radio"/>				
61. Believe that there is no absolute right and wrong.	<input type="radio"/>				

Section 5 of 7

The following set of questions attempt to gauge your interests and how they relate to the world of work. Please read each work activity carefully and decide how much you would like doing each type of work. Try NOT to think about whether you have enough education or training to do the work or how much money you would make doing the work. Just think about if you would like or dislike doing the work.

		Strongly Dislike	Dislike	Unsure	Like	Strongly Like
1. Build kitchen cabinets.	<input type="radio"/>					
2. Lay brick or tile.	<input type="radio"/>					
3. Repair household appliances.	<input type="radio"/>					
4. Raise fish in a fish hatchery.	<input type="radio"/>					
5. Assemble electronic parts.	<input type="radio"/>					
6. Drive a truck to deliver packages to offices and homes.	<input type="radio"/>					
7. Test the quality of parts before shipment.	<input type="radio"/>					
8. Repair and install locks.	<input type="radio"/>					
9. Set up and operate machines to make products.	<input type="radio"/>					
10. Put out forest fires.	<input type="radio"/>					
11. Develop a new medicine.	<input type="radio"/>					
12. Study ways to reduce water pollution.	<input type="radio"/>					
13. Conduct chemical experiments.	<input type="radio"/>					
14. Study the movement of planets.	<input type="radio"/>					
15. Examine blood samples using a microscope.	<input type="radio"/>					
16. Investigate the cause of a fire.	<input type="radio"/>					
17. Develop a way to better predict the weather.	<input type="radio"/>					
18. Work in a biology lab.	<input type="radio"/>					

19. Invent a replacement for sugar.	<input type="radio"/>				
20. Do laboratory tests to identify diseases.	<input type="radio"/>				
21. Teach an individual an exercise routine.	<input type="radio"/>				
22. Help people with personal or emotional problems.	<input type="radio"/>				
23. Give career guidance to people.	<input type="radio"/>				
24. Perform rehabilitation therapy.	<input type="radio"/>				
25. Do volunteer work at a non-profit organization.	<input type="radio"/>				
26. Teach children how to play sports.	<input type="radio"/>				
27. Teach sign language to people with hearing disabilities.	<input type="radio"/>				
28. Help conduct a group therapy session.	<input type="radio"/>				
29. Take care of children at a day-care center.	<input type="radio"/>				
30. Teach a high-school class.	<input type="radio"/>				
31. Buy and sell stocks and bonds.	<input type="radio"/>				
32. Manage a retail store.	<input type="radio"/>				
33. Operate a beauty salon or barber shop.	<input type="radio"/>				
34. Manage a department within a large company.	<input type="radio"/>				
35. Start your own business.	<input type="radio"/>				
36. Negotiate business contracts.	<input type="radio"/>				
37. Represent a client in a lawsuit.	<input type="radio"/>				
38. Market a new line of clothing.	<input type="radio"/>				
39. Sell merchandise at a department store.	<input type="radio"/>				
40. Manage a clothing store.	<input type="radio"/>				
41. Develop a spreadsheet using computer software.	<input type="radio"/>				
42. Proofread records or forms.	<input type="radio"/>				
43. Load computer software into a large computer network.	<input type="radio"/>				
44. Operate a calculator.	<input type="radio"/>				
45. Keep shipping and receiving records.	<input type="radio"/>				
46. Calculate the wages of employees.	<input type="radio"/>				
47. Inventory supplies using a hand-held computer.	<input type="radio"/>				
48. Record rent payments.	<input type="radio"/>				
49. Keep inventory records.	<input type="radio"/>				
50. Stamp, sort, and distribute mail for an organization.	<input type="radio"/>				

Section 6 of 7

Please indicate your level of agreement with the following statements.

		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1.	In social situations, I have the ability to alter my behavior if I feel that something else is called for.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	I have the ability to control the way I come across to people, depending on the impression I wish to give them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	When I feel that the image I am portraying isn't working, I can readily change it to something that does.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	I have trouble changing my behavior to suit different people and different situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	I have found that I can adjust my behavior to meet the requirements of any situations I find myself in.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Even when it might be to my advantage, I have difficulty putting up a good front.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Once I know what the situation calls for, it's easy for me to regulate my actions accordingly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	I am often able to read people's true emotions correctly through their eyes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	In conversations, I am sensitive to even the slightest change in the facial expression of the person I'm conversing with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	My powers of intuition are quite good when it comes to understanding others' emotions and motives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	I can usually tell when others consider a joke to be in bad taste, even though they may laugh convincingly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	I can usually tell when I've said something inappropriate by reading it in the listener's eyes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	If someone is lying to me, I usually know it at once from that person's manner of expression.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	I do not understand a word of English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. I have never brushed my teeth.	<input type="radio"/>				
16. I believe it is important to be flexible in dealing with others.	<input type="radio"/>				
17. I try to be flexible when dealing with others.	<input type="radio"/>				
18. I tend to be able to read others and understand how they are feeling at any particular moment.	<input type="radio"/>				
19. My insight helps me to work effectively with others.	<input type="radio"/>				
20. I am an open-minded person in dealing with others.	<input type="radio"/>				
21. I am perceptive of others and use that knowledge in interactions.	<input type="radio"/>				
22. I adapt my behavior to get along with others.	<input type="radio"/>				
23. I like to have the responsibility of handling a situation that requires a lot of thinking.	<input type="radio"/>				
24. Thinking is not my idea of fun.	<input type="radio"/>				
25. I really enjoy a task that involves coming up with new solutions to problems.	<input type="radio"/>				
26. I would prefer a task that is intellectual, difficult, and important to one that is somewhat important but doesn't require much thought.	<input type="radio"/>				

Section 7 of 7

Please answer a final question.

1. What is the last name of the current President of the United States?	<input type="text"/>
---	----------------------

Appendix B: Instructions for Final Prototype Measure

Instructions

This section asks you about several different types of situations you may have encountered over the past six months. Your task is to respond to questions regarding your behavior in those situations. Here's an example of how you'll complete questions in this section:

First you will read a behavior, such as: "I worked hard".

Then, you will read a description of a type of situation such as: "Situations over the past six months when you studied or learned something new."

Next, you will enter three percentages which describe the amount of time over the past six months the behavior ("I worked hard") described you during the given type of situation ("situations over the past six months when you studied or learned something new").

For example, if "I worked hard" never described your behavior during "situations over the past six months when you studied or learned something new," then you would enter:

- 100% Not descriptive of me
- 0% Somewhat descriptive of me
- 0% Very descriptive of me
- N/A

If, however, "I worked hard" did not describe your behavior 10% of the time, somewhat described your behavior 30% of the time, and very much described your behavior 60% of the time during these situations, then your responses would look like:

- 10% Not descriptive of me
- 30% Somewhat descriptive of me
- 60% Very descriptive of me
- N/A

The three percentages you enter must always add up to 100%.

Alternatively, if there were NO "situations over the past six months when you studied or learned something new," then you would simply check **N/A** and not enter any percentages:

- % Not descriptive of me
- % Somewhat descriptive of me
- % Very descriptive of me
- X N/A

Once you provide three percentages or check N/A for a given type of situation, you will be presented with other types of situations (such as, “situations over the past six months when you tried to influence others”) and repeat this rating process for the same behavior (“I worked hard”).

Once you finish rating the first behavior for each type of situation, you will be asked to make ratings for a small set of other behaviors (such as, “I tried to outdo others”) for each type of situation.

Appendix C: Informed Consent Form for MTurk Administration

This HIT is a survey that asks about your behaviors, attitudes, and interests in a variety of situations. Its purpose is to help evaluate a new approach to measuring personality. We estimate that it will take about 45 minutes to complete this HIT. JavaScript must be enabled to complete this HIT. You will only be permitted to complete this HIT once.

Your participation in this HIT is voluntary, and you have the right to withdraw from participation at any time. Furthermore, you may decline to answer any question. However, to be paid for this HIT, you must (a) answer at least 95% of all questions, (b) correctly answer questions at the end of the survey designed to confirm that you are not a bot programmed to complete the survey, and (c) pass quality checks for careless and/or random response patterns. Note that the latter quality checks are simply designed to guard against fraudulent workers and to ensure data quality; if you take this task seriously, you will readily pass these checks.

There are no risks to participating in this HIT, and no personally identifying information will be gathered from you. Your Mechanical Turk account information will be kept while we collect data for HIT completion tracking and reimbursement purposes only. Only the HIT administrator will have access to your data during their collection. Your Mechanical Turk account information will be removed from your HIT data upon removal of the HIT. Your account information will be retained while the HIT is active to ensure you only complete the HIT once.

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By accepting and continuing with this HIT, you are indicating that you understand the above information, provide your consent, and want to participate in this HIT. If you find the details of this HIT unacceptable for any reason, don't hesitate to decline participation in this HIT, or end your participation at any time during the process.